

UNIT LEARNING PACKS

# FOCUS IN ACTION

## **Grade 7 Science in Action**

Unit B - Plants For Food and Fibre

## 'Focus in Action' UNIT LEARNING PACKS

These booklets are designed to provide Grade 7 students with all the resources needed to review or reinforce concepts, covered in the Alberta Science Curriculum, and included in the Grade 7 Science Final Exam in June. There are circumstances in which **an entire unit** may be missed and covering the concepts from that unit (for the final exam) can be difficult. This can happen for a number of reasons:

- Students – new to the school – register throughout the year (from other provinces, school jurisdictions or countries)
- Students may be ill or have surgery and often can miss one or more units
- Students have extended holidays throughout the year
- Transfers from another school, who have completed the units in a different order

For additional support, students are directed to the **Edquest Middle School Science Website** or, Scienceman Resource ( [www.scienceman.com/scienceinaction/pgs/hot\\_7u2.html](http://www.scienceman.com/scienceinaction/pgs/hot_7u2.html) )

### ***Unit 2 – Plants for Food and Fibre***



- **Section 1 Notes & Quiz**
- **Section 2 Notes & Quiz**
- **Section 3 Notes & Quiz**
- **Section 4 Notes & Quiz**
- **Unit Summary**
- **Review Booklet** (Covered in class, prior to the Final Achievement Exam)
- **Unit Test**
- **Answer Key for Section Quizzes and Unit Test**

Additional support will be provided, in the form of practice Achievement Test Questions, during the course review in June. Multiple Choice Questions and Numerical Response Questions will be reviewed, as these are the types that will make up the Science 7 Final Exam

Handouts and other activities, to reinforce the concepts covered in this Unit, will be made available based on need. If you require further information or resources, email Edquest directly: [edquest@gmail.com](mailto:edquest@gmail.com).

**Finding Solutions to Problems, instead of Making Excuses**

## Student Instructions for use of this Learning Pack

The purpose of this Learning Unit Pack is to provide you with the resources that will help you cover the material from the curriculum that will be tested on the Final Exam in June. Follow these steps to successfully complete this Unit Learning Pack:

**Step 1** – Read the **Topic Notes**

**Step 2** – Use a **highlighter** to identify the key words or phrases in the Topic Notes and reread the material again paying close attention to those words that you highlighted. If necessary, modify your highlights to make sure you understand the material in the notes.

**Step 3** – Complete the **Topic Quiz**

**Step 4** – Correct the Topic Quiz by **checking the answers** in the back of this Learning Pack.

**Step 5** – Using your **textbook** and the **completed quiz**, find the page where the question and correct answer can be found and write it next to the question number in your Learning Pack.

**Step 6** – **Repeat Steps 1-5** for each of the other Topics in this Unit.

**Step 7** – Look over the **Unit Outline** to review the **Key Concepts** once you have completed all of the Topics.

**Step 8** – Complete the **Unit Review**, using your **Learning Pack** and **Textbook**.

**Step 9** – **Highlight** those sections of the Review that you had difficulty with and review those sections with your teacher prior to taking the Unit Test.

**Step 10** – Take the **Unit Test** and correct it using the answer key provided in the back of the Learning Pack.

**Step 11** – You should now be ready to answer any questions on the **Final Exam** related to this Unit.

Anything you still do not understand should be discussed with your teacher. Congratulations on your **Independent Study**, and Good Luck on the Final Exam. I hope you have made good use of this resource. Please provide feedback to your teacher, so that this resource can be improved.

Additional support is available in the form of practice Achievement Test Questions. **Multiple Choice Questions** and **Numerical Response Questions** will be made available on request, as these are the types that will make up the **Science 7 Achievement Exam**.

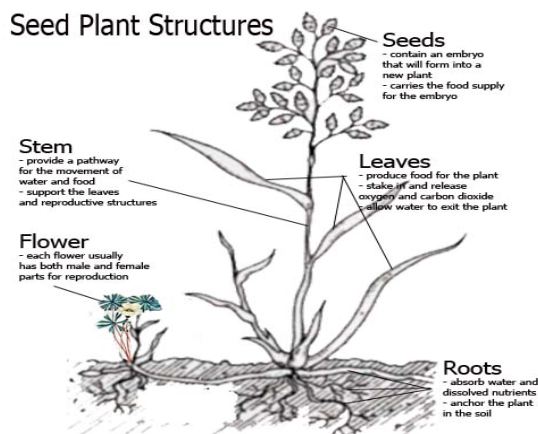
Handouts and other activities, to reinforce the concepts covered in this Unit may be acquired by visiting the Edquest Middle School Science Resource Website

<http://www.edquest.ca>

## 1.0 Understanding structures and life processes of plants helps us to interpret their needs.

### 1.1 The Body of Seed Plants

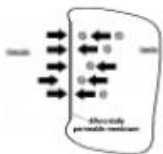
Seed plants are the largest group of plants in the world. Each seed [plant structure](#) has specific functions.



### 1.2 Plant Processes

#### **A Process For Moving Water Up From The Roots**

A combination of different processes moves the water from the roots to other parts of the plant, and also allows substances in and out of the cells.



**Osmosis** is a particular type of diffusion in which only some of the particles are allowed to pass through a barrier. This barrier is called a differentially permeable membrane. Osmosis is the diffusion of water through a **differentially permeable membrane**.

**Capillary action** – where the water particles are attracted to each other and to the sides of the tubes, and the pushing and pulling action of **diffusion** and **osmosis** (moving water through the xylem tissue in the stem) moves water from the roots up to the very top of the plant. The loss of water through evaporation is called **transpiration**.

**Active Transport** is another process that enables a plant to get nutrients regardless of the difference in concentration. It does however require energy to move these substances in and out of the plant.

#### **A Process to Make Food**

A pigment called chlorophyll makes the leaves green. The energy of the sun is trapped in the leaves and changed into a kind of chemical energy. Carbon dioxide and water are used by the leaves in the process called **photosynthesis**, to make sugar and give off oxygen. Plants also need oxygen - at night when photosynthesis does not happen, respiration does.

#### **A Process to Use Food**

**Cellular Respiration** is a **gas exchange** process by which plants release carbon dioxide and let oxygen into their cells. Water enters and leaves the cells in the leaves through the guard cells. When they absorb water they swell, opening the **stoma** (which lets in carbon dioxide and lets out water vapor).

The word equation for cellular respiration is:

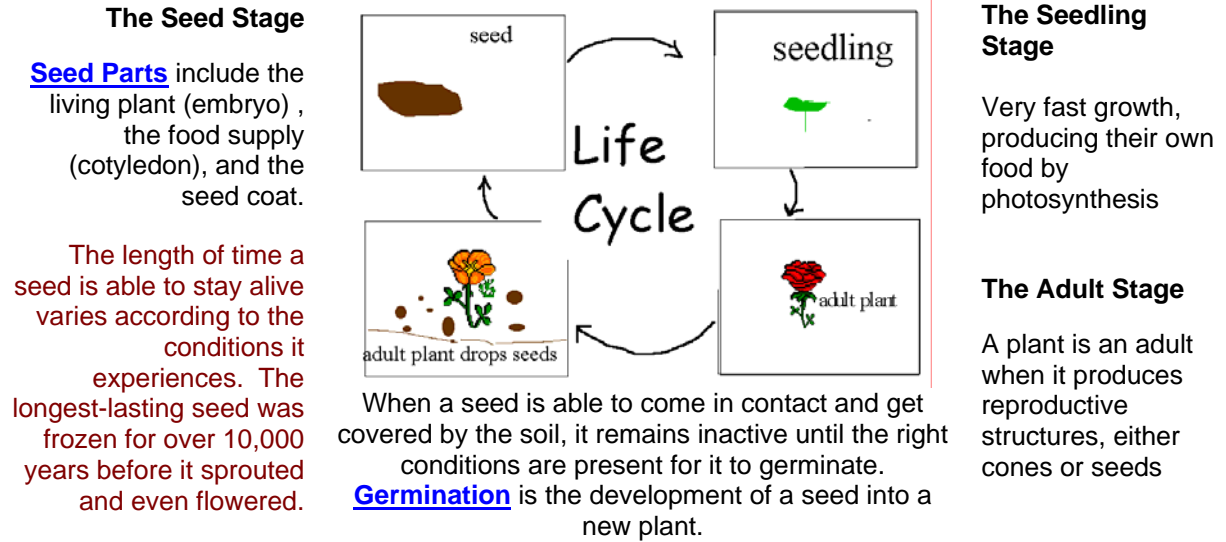


### 1.3 Reproduction of Seed Plants

A **life cycle** is the stages that a living thing goes through from one generation to the next. Plants reproduce in their lifecycle in two very different ways.

**Sexual reproduction** involves the production of seeds and fruits from specialized cells of two plants.

#### The Life Cycle of Seed Plants



#### Reproduction of Seed Plants

**Flowers** use color, scent, nectar to attract animals, so that the pollination process can begin.

#### Flowering Plant Reproduction

#### Flower Structure - A Web Quest

<u>Identify the Flower Parts</u>	Flower part	<u>Function</u>
	petal	brightly colored parts of the flower to attract insects and birds
	sepal	green, protect the flower before it opens (underneath after it opens)
	<u>stamen (male reproductive organ)</u>	
	anther	where pollen is produced and stored
	pollen grains	cases containing male reproductive cells
	filament	stalk that supports the anther
	<u>pistil (female reproductive organ)</u>	
	stigma	sticky 'lip' of the pistil that captures pollen grains
	style	stalk that supports the stigma
	ovary	swollen base of the pistil containing ovules
	ovules	sacs containing female reproductive cells

## Pollination

[Pollination](#) can occur by self-pollination or cross-pollination.

Pollination occurs after a pollen grain lands on the stigma of the flower, above the ovary. The pollen grain produces a pollen tube that grows down from the stigma to the ovule. Through this tube, cells transfer from the pollen grain to the ovule. The ovule then grows into a seed.

[Pollination](#) visual description at: <http://www.botany.uwc.ac.za/ecotree/flowers/pollination.htm>

## Pollinators

Dispersal is the transportation of seeds away from the parent plant.

It can happen in various ways, including: wind, waterways (rivers, streams, etc.), bird droppings, animal fur, and fire. Farmers use machines to disperse seeds. Once they have grown into the crop, they are harvested in two steps. A **swather** cuts the plants and lays them in rows (the stubble - what is left of the plant after being cut - prevents the plant from touching the soil, so the seeds can ripen). A **combine** then separates the grain from the rest of the plant. (The grain seeds are collected and the straw is baled, or spread evenly over the field).



The bee spreads pollen over more crops than any other insect. Artificial pollination can also be used to breed different varieties of plants for specific purposes (usually to produce a better yield, or one that is more resistant to environmental conditions - such as cold winters) It is not just exposure to cold temperatures that kills seeds, but prolonged exposure to cold temperatures.

## Cones

The cone is the part of the tree that has a series of woody scales, and come in various shapes and sizes. Both male and female cones are produced by cone-bearing trees. Female cones contain ovules (eggs) - the small bumps at the end of a scale in a cone. Pollen grains (containing sperm) develop on the smaller male cone. Wind carries the pollen grains to the female cones. Although most of the pollen grains never reach the female cones, those that do get caught in the sticky fluid near the ovule. A pollen tube grows to the ovule and sperm is able to fertilize the egg. The process of [pollination](#) is complete. Female cones of pine trees mature, open, and release their seeds during the fall or winter months. (This whole process takes at least two years) The seeds can then be dispersed by various methods and when they get covered they can eventually sprout and become new pine trees.

## Reproduction Without Seeds

**Asexual**, or [vegetative reproduction](#), occurs when a 'parent' plant grows new plants from its roots, stems, or leaves. Plants that reproduce by vegetative reproduction are genetically identical to the parent that produces it. Some plants reproduce from stems:



Strawberry **Runners**  
[layering](#) (runners)



Gladioli **Corm**  
[fragmentation](#) (buds and root systems)



Cattails Horizontal  
**Rhizomes**



Cacti **Flattened**  
**Stems**

Plants can also reproduce from their roots and are called **suckers**.

## Technology to Reproduce Plants

Asexual reproductive technologies include:

[cuttings](#) – small pieces of a plant that usually have part of the stem and a few leaves.

[grafting](#) – one stem cutting that is attached to the stem of another plant, eventually growing together.

## 1.4 Plant Structures Are Adapted to Their Environment

Plants have particular habitats, each with its own set of environmental characteristics, including light, temperature water and soil conditions. The structure of a plant helps it to adapt to these conditions.

There is much more to a plant than what you are able to see above the surface of the soil. In fact, up to one third of the plant can be beneath the soil. [Types of Roots](#)

Roots perform several functions:

- they absorb water and minerals from the soil
- they support and anchor the plant so it cannot be relocated easily
- they store food to help the plant survive during times of scarcity

The most prominent part of the root in many plants is the



**taproot**, with many smaller roots coming out from it, like branches on a tree. These smaller roots are covered in **root hairs**. The smaller roots and root hairs absorb water and nutrients from the soil.

Other plants have **fibrous roots**,



which is a shallow system of similar-sized roots that can quickly soak up moisture.

Roots are often especially adapted to a plant's habitat.

**Moss campion** is an example of how a plant grows its taproot system throughout the early years of the plant's life, so that it can have a well established taproot system before the upper part of the plant matures (it can take up to 25 years for the plant to bloom).

The **duckweed** on the other hand has tiny roots on the underside of the leaf and are surrounded entirely by water.



**The Stem** One function of the stem is to transport water and nutrients between the leaves and the roots. Another function of the stem is to support the leaves and to ensure that the leaves receive adequate light. To achieve this most stems grow above the ground. Still another function is to store food for the plant. The food produced in the leaves is stored in the stem - like potatoes, which have swollen underground stems called **tubers** (the starch they store is used by the plant to grow). Some plants store food as sugar as well - the sugar cane is a good example.

## 1.5 Plant Needs and Growing Conditions

All plants need the right amount of light, water, nutrients and space in order to grow and survive.

**Plants Need Different Amounts of Light** (fern – marigold)

**Plants Need Different Amounts of Water** (cactus – rice)

**Plants Need Different Nutrients** (beans – wheat)

**Plants Need Different Amounts of Space** (buttercups – redwoods)

### ROOT CROPS

Generally grow in a short period of time, usually survive when there is little moisture and can be stored for long periods of time



The yield from crops that are grown outdoors is highly dependent on the environmental conditions, climate and soil types. In a greenhouse all of the growing conditions can be controlled. There are obvious advantages, but there are also disadvantages. A wide range of warm-season crops, including seedless cucumbers, tomatoes, lettuce, peppers, house plants, and cut flowers are grown in greenhouses. Growing healthy plants requires knowing **the best conditions** for the plant you are growing, at each stage in its life cycle.

## Section 1 – Plant Structures and Life Processes Quiz

### 1.1 The Body of Seed Plants

1. The largest group of plants in the world is seed plants. The structure in seed plants that function to produce food for the plant is the ...
  - A. flower
  - B. stem
  - C. seed
  - D. leaf
2. The structure in seed plants that contains an embryo, that will form a new plant is the ...
  - A. root
  - B. stem
  - C. seed
  - D. leaf
3. The structure in seed plants that provides a pathway for the movement of water and nutrients for the plant is the ...
  - A. flower
  - B. stem
  - C. root
  - D. leaf
4. The structure in seed plants that allows water to exit the plant is the ...
  - A. flower
  - B. stem
  - C. leaf
  - D. cone
5. The structure in seed plants that supports the other parts of plant is the ...
  - A. root
  - B. stem
  - C. seed
  - D. leaf
6. The function of the cone is to ...
  - A. move food
  - B. produce food
  - C. reproduce
  - D. anchor
7. The function of the root is to ...
  - A. absorb water
  - B. support
  - C. produce food
  - D. reproduce
8. One function of the flower is to ...
  - A. reproduce
  - B. produce food
  - C. anchor
  - D. store food



## 1.2 Plant Processes

- Moving water up a plant from the roots to the leaves occurs by a combination of different processes. The main process that draws water up from the plant roots is ...
  - osmosis
  - capillary action
  - diffusion
  - transpiration
- The process described above takes place in the ...
  - leaves
  - stem
  - flowers
  - roots
- The reason that the process described above works so well is because of the action that makes it work. This action is called ...
  - condensation of water
  - evaporation of water
  - dissolving of nutrients
  - diffusion of nutrients
- Water travels from the roots, up the stem to the leaves, through tiny tubes. The attraction of the water particles to each other is called ...
  - partner attraction
  - capillary action
  - mutual attraction
  - 'sticky' action
- Osmosis is the diffusion of water particles when there is a difference in concentration. When the concentration of water in the soil is greater than the concentration of water in the roots of the plant, the water particles will move to the ...
  - stem tissue
  - leaf cells
  - root hairs
  - stem tubes
- Photosynthesis produces a type of ...
  - sugar
  - tissue
  - energy
  - chloroplast
- The food that a plant produces helps it get energy and produce waste. This process is called cellular respiration. To use the food in this process, a plant requires ...
  - water
  - oxygen
  - stoma
  - root hairs
- A process that does not require a difference in substance concentration is called ...
  - diffusion
  - osmosis
  - pore selection
  - active transport

### 1.3 Reproduction of Seed Plants

- The stages that a living thing goes through from one generation to the next is called ...
  - diversity
  - genetics
  - life cycle
  - reproduction
- The beginning and end of a seed plant are selected actions that take place. The beginning of a seed plant is when a seed begins to grow into a plant. The end of the process is when a seed plant ...
  - wilts and dies
  - grows reproductive organs
  - produces seeds of its own
  - gets harvested and sold
- There are different stages in the life of a seed plant the development of reproductive structure takes place between the following two stages ...
  - seed → adult
  - seedling → adult
  - seed → seedling
  - adult → seed
- It is during this stage that the seed plant has flowers
  - seed
  - seedling
  - adult
  - germination
- In order for plants to make seeds they produce ...
  - carbon dioxide and water
  - oxygen and food
  - pollen and cones
  - Flowers and cones
- Usually found in the very center of the flower, the female part of the flower is called the ...
  - ovary
  - stoma
  - pollen
  - stigma
- Insects are attracted to flowers so that the flower can be pollinated. The sugary liquid, produced by the flower, that the insects eat is called ...
  - knicker
  - nicotine
  - nectar
  - vector
- Plants can also reproduce without seeds. Stems can reproduce new plants. Stems that grow underground and reproduce without seeds are called ...
  - runners
  - rhizomes
  - suckers
  - bulbs
- Some growers attach a part of one plant to another, and the two plants grow together. This reproductive technique is called ...
  - sorting
  - grading
  - cutting
  - grafting

#### 1.4 Structural Adaptations of Plants

- Plants are adapted to their surroundings. The adaptation that enables cactus to protect the water they store in their stem tissue is their ...
  - green color
  - flat stem
  - prickly spines
  - unusual shape
- The adaptation that enables grasses to be pollinated by the wind more easily is their ...
  - green color
  - thin leaves
  - prickly point
  - unusual shape
- Grasses have very deep roots. This helps them to adapt when this occurs ...
  - drought
  - flooding
  - predation
  - competition
- To protect the thin needle-like leaves of white spruce trees from drying out, they are coated with a thick layer of ...
  - wax
  - resin
  - rubber
  - pollen
- Plants can have different root systems, depending on what their environment might provide. Cacti need lots of water very quickly, so their root system would likely be described as ...
  - simple taproot
  - complex taproot
  - simple fibrous
  - complex fibrous

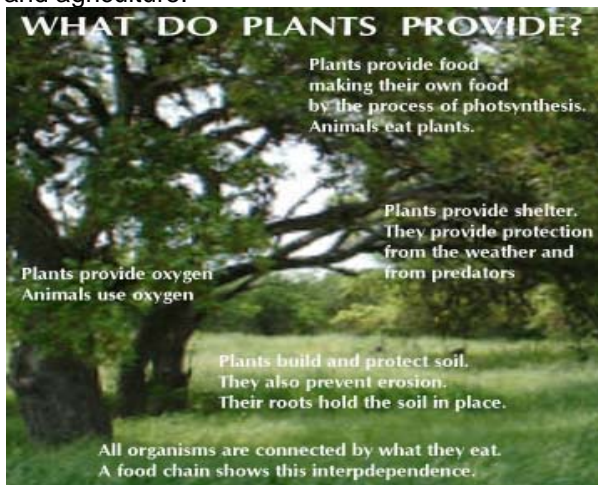
#### 1.5 Plant Needs and Growing Conditions

- All plants need light to photosynthesize and produce food. However, not all plants need the same amount of light. A plant that grows on the forest floor and needs little light is the ...
  - marigold
  - buttercup
  - daisy
  - fern
- One of the nutrients that plants need to grow healthy and develop properly is nitrogen. If plants do not get enough nitrogen, their leaves will ...
  - turn yellow
  - wilt and die
  - curl and turn brown
  - lose too much water
- Some plants can get the nitrogen they need from the air, instead of the soil. An example of such a plant would be ...
  - wheat
  - barley
  - clover
  - oats
- Plants are grown in artificial environments and get all the nutrients they need without variations in growing conditions. This is possible in a ...
  - garden
  - hydrofoil
  - shelterbelt
  - greenhouse

## 2.0 Plants play an essential role in the environment and in meeting human needs

### 2.1 The Role of Plants in the Environment

Plants are necessary for all life on Earth. Plants provide many things for the sustainability of life on our planet. Vegetation in Canada is classified into 4 main categories: forest, tundra, barren and agriculture.













As a critical part of the ecosystem, plants provide **oxygen** for organisms to survive. They are able to **reduce the problem of pollution**, by using carbon dioxide. Plants are also the basis of most food webs as **producers of food** for herbivores and ultimately carnivores. Plants also provide **shelter** for animals, **clean and filter water** and help **prevent soil erosion**.

### 2.2 We Use Plants in Many Ways

#### Plants For Food

Nearly 75% of the the world's food supply is based on seven major crops: wheat, rice, maize (corn), potatoes, barley, cassava and sorghum.

Cocoa	Canola	Seaweed	Sugar
Chocolate is made from the fruit of the cocoa tree	78% of vegetable oil production is from canola	contains iodine and is used in soup broths and sushi	half of the world's sugar comes from sugar beets, located in the sugar beets' roots
			
Cocoa beans are roasted, shelled and then crushed. Cocoa butter and cocoa powder are separated. Cocoa powder is then mixed with milk to make chocolate.	Canola is pressed from the canola seeds and used as salad oil and frying oil	other products from seaweed include: ice cream, chocolate milk, yogurt, whipped cream, pies, jellies and candies	roots are shredded, heated in running water and the concentrated clear liquid crystallizes to produce sugar similar to sugar cane
It is used to make margarine, shortening, baked goods, potato chips and french fries		seaweed products are often used to thicken food (alginate, agar, carrageenan)	
			

People use plants for things other than food.

## ***Plants for Fibre***

Plants also provide fibre, which is the tissue of plants from the stem, leaves, seeds or roots. Plants provide fibres for clothing, paper and shelter. The aboriginal people from the west coast wove cloth from the bark of the western red cedar tree. Much of our clothing today comes from synthetic (manufactured) material, such as polyester and nylon. Natural fibres also provide resources for cloth:

**Cotton** - is a natural fibre that absorbs moisture and then allows it to evaporate easily, making it the world's most important non-edible plant. The cotton fibres come from the plant's seeds. The silky fibres are strong, flexible and have a gradual spiral that causes the strands to interlock when twisted, making them ideal for spinning into thread. The second layer of fibers are shorter and are 'fuzzy' - they are used to make cotton batting, rayon and various types of plastic and paper.

**Hemp** - Early makers of jeans used hemp, which is the oldest cultivated fibre plant in the world. Other products included the Bible, sails and ropes. Hemp has a less negative effect on the environment, because it uses less land area than trees, can be harvested in a year, lasts longer than paper, can be recycled up to seven times, chokes out weeds naturally and is not prone to insect pests.

**Flax** - is a food and fibre crop. The flax fibres, which are smooth and straight, are taken from the stem of the plant and are two to three times stronger than cotton fibres. Flax fibre is used for making linen paper, linseed oil - which is used as a drying oil in paints and varnish - and in products such as linoleum and printing inks.

## ***Plants for Medicine***

An apple a day keeps the doctor away! Many medicines (over 7000) contain ingredients made from plants. Herbal remedies are a common example of how plants are used to prevent illness.

Plant medicines include:

tea (made from **ginger root**) - is used to soothe an upset stomach

tea (made from **white spruce and hemlock**) to prevent scurvy

**white willow bark** - is used to ease pain

**kinnikinnick** (buffalo berry) was used to treat kidney problems

**opium poppy's seed pod** - thick milky fluid provides a powerful pain medication - morphine

codeine is also found in the **poppy** - it is used in cough medicines

quinine - which comes from the **cinchona tree** - is used to prevent malaria.

## ***Plants for Transportation and Construction***

Rubber is one of the most important plant products that people use. Natural rubber comes from the **Brazilian rubber tree**. Synthetic rubber is made from coal and oil by-products - but natural rubber is also an important ingredient.

Canoes were carved from trees by Aboriginal people. Lubricants are provided from **coconut and castor bean oils**. The construction industry in North America uses wood (**softwood lumber** from British Columbia) as a building material.

## ***Plants for Fuel***

**Wood or coal** (which is a fossil fuel) are used to heat homes. Sugar can be turned into ethanol and wood can provide methanol (wood alcohol). Fuel from plants is economical, but not energy efficient, because a large amount of energy is needed to grow the plants and a lot of the energy is lost when it is converted to fuel.

We must make sure that our **living resources** survive and thrive, in order to have them in the future.

## 2.3 Managing Living Resources

**Living resources** are living things that can be used for human needs. Managing living resources involves maintaining healthy populations of all living things that make up those resources. Because we grow more than we consume, Canada exports the excess to other countries around the world. Canada is also a leader in [forestry and agricultural research](#) science. Changing practices in using the living resources the land provides has resulted in certain stresses on these resources. This has led to the need to become better managers of the resources we have and need. Scientists, farmers and foresters are working together, developing practices that will reduce the negative effects that sometimes occur when we harvest plants for food and fibre. [Sustainability](#) (an ecological balance) is essential, if we are to keep our living resources healthy in the long term.

### ***Agriculture in [Alberta](#)***

[Alberta crops](#) are worth almost \$3 Billion.

The food industry is second only to oil and gas in terms of earnings.

Agriculture is important, but relatively new as an industry in Alberta. The vast natural resources in Alberta attracted many settlers who cultivated the grasslands to grow crops and harvested trees for construction, manufacturing and fuel. Nearly all of the grassland in the prairie provinces was converted to cropland, thus destroying the natural vegetation and native plant species that had been around for a thousand years.

A map found @ [ecoregions of Alberta](#) shows where parkland, grassland and forests in Alberta have been cultivated to grow crops

*(of the 60 million hectares of land in Alberta, over 20 million is now farmland )*

**Math Note:** *A hectare of land is equal to 10,000 square meters of land.*

### ***Forestry in [Alberta](#)***

Canada has about 10% of the world's forests. Alberta tree species most valued for lumber and paper include: **Lodgepole Pine, White Spruce, Black Spruce, Aspen, Tamarack (Larch) and White Birch**. From these forests come lumber and pulp and paper products. Natural forests have many different kinds of trees, shrubs, and smaller plants. There are many animals that make their homes in, around and under these plants. A natural ecosystem has a higher diversity, or variety, of plants and animals than a field of wheat or a stand of trees. The species within this ecosystem are all interdependent. Forestry practices can increase the diversity of forest species by careful cutting to let in more light and air.

Agencies that manage forests resources establish methods and regulations that foresters must follow when a forest is to be harvested. These regulations provide the rules for harvesting. Foresters explore a potential tree cutting area thoroughly before any work begins. They map the area indicating which species of trees are to be cut and what special features should be noted. They also decide how to cut the trees, either clear cut (removing all the trees) or, selective harvesting (removing only selected trees). Foresters attempt to improve the conditions (light, temperature, water and nutrients) within the forest. Leftover branches (from the logging operations) must be disposed of. They are chopped (shredded) spread out over the forest floor and some smaller piles are burned. Replanting is always done by hand. When the trees begin to grow again, if too many of a particular kind compete, they must be removed by thinning or pruning. Fertilizer is dropped from a helicopter to improve the level of nutrients for the young trees. Forest fires are a natural development of forests, but foresters try to ensure that they burn in a controlled fashion (as much as possible).

## Section 2 –Plants play an essential role in the environment

### 2.1 The Role of Plants

1. The four classification categories of vegetation (plant) cover in Canada include: forest, tundra, barren and this category ...
  - A. field
  - B. meadow
  - C. agriculture
  - D. gardening
2. If the remaining areas of the country do not fall under any one of the four vegetation cover categories, they would be classified as non-vegetation or ...
  - A. water
  - B. sand
  - C. hillside
  - D. mountain
3. Plants prevent the process that moves soil from place to place, because their roots hold the soil in place. This process is ...
  - A. erosion
  - B. respiration
  - C. weathering
  - D. protection
4. Plants produce this gas that animals use for their life processes.
  - A. nitrogen
  - B. oxygen
  - C. chlorine
  - D. carbon dioxide
5. All organisms are connected within an ecosystem. Plants are the most important because they make their own food and they are the ...
  - A. carnivores
  - B. herbivores
  - C. consumers
  - D. producers
6. Plants are able to reduce pollution by using this gas ...
  - A. nitrogen
  - B. oxygen
  - C. chlorine
  - D. carbon dioxide

## 2.2 We Use Plants In Many Ways

1. Paintbrush is a red flowering plant that grows throughout Alberta. The Aboriginal people used this plant to treat rheumatism and its flowers could be eaten as a ...
  - A. pain killer
  - B. sweet treat
  - C. headache relief
  - D. antacid
2. Plants provide food, fibre, fuel, medicine and other interesting uses. A fibre plant that is grown to make clothing is ...
  - A. wheat
  - B. willow
  - C. cotton
  - D. hemlock
3. A plant used by the Metis, First Nations and Inuit people to treat kidney problems was called '*kinnikinick*'. It comes from this plant ...
  - A. buffalo berry
  - B. willow bark
  - C. opium seed pod
  - D. white spruce
4. Chocolate is made from a plant. The beans of this plant are roasted, shelled and then crushed. The powder that results is mixed with milk and makes chocolate. The plant is the ...
  - A. canola
  - B. cocoa
  - C. sugar cane
  - D. seaweed
5. Plant tissue provides the fibre that we need to make different things we can use. This tissue comes from the stem, leaves, seeds or roots. Early makers of jeans used the oldest cultivated fibre plant in the world. Also used to make sails and ropes this fibre plant is ...
  - A. cotton
  - B. willow
  - C. hemp
  - D. flax
6. Medicinal plants include many herbs. Early explorers across Canada were able to make the long journey because the Natives prepared this tea to help prevent scurvy. The tea was made from white spruce and this plant ...
  - A. hemlock
  - B. chinchona
  - C. opium pod
  - D. white willow bark
7. Rubber is also produced from a plant. The raw materials to make rubber comes from the Brazilian rubber ...
  - A. flower
  - B. root
  - C. tree
  - D. seed
8. Plants are also used for fuel. Using plants for fuel is not very efficient. The reason for this is because ...
  - A. it costs too much to convert the plant to fuel
  - B. a large amount of energy is needed to grow the plant
  - C. a lot of the energy is unable to be used
  - D. It is not very economical to grow plants for fuel



### 2.3 Managing Living Resources

1. A living resource is used for human needs and is a living thing. Certain areas, like forests, or deserts, contain many living things that are part of the Earth's living resources. All of the following living organisms could be considered a living resource **except**...
  - A. sand dunes
  - B. buffalo
  - C. wild rose
  - D. prickly pear cactus
2. To be able to have all the resources we need to meet our basic needs, and replace those resources for people to use in the future, to meet their basic needs, is called ...
  - A. balanced living
  - B. sustainability
  - C. resource management
  - D. maintenance
3. Destruction of many of the native species, in the grassland regions of Alberta, was caused by ...
  - A. grassland fires
  - B. lightning strikes
  - C. conversion to forests
  - D. conversion to cropland
4. Approximately this much of the total land available (60 million hectares) in Alberta is used as farmland ...
  - A. one-third
  - B. one-quarter
  - C. one-half
  - D. two-thirds
5. Canada has many forests. Of the total supply of this living resource on the Earth, Canada has about this much ...
  - A. 5%
  - B. 10%
  - C. 20%
  - D. 25%
6. Proper forestry practices can increase the diversity of species in the forest. This is possible because careful cutting can ...
  - A. remove habitat
  - B. reduce excess light
  - C. increase light and air
  - D. Increase species numbers
7. Foresters, who harvest forests for the many products they provide, must follow certain regulations in order to keep this resource healthy and renewable. These regulations are established by people who ...
  - A. employ logging companies
  - B. manage forest resources
  - C. study harvesting effects
  - D. live in the forest ecoregion
8. The regulations that foresters follow when they harvest a forest region provide the framework to identify what species will be removed, how it will be removed and in what manner the forest will ...
  - A. go through a controlled burn
  - B. be marketed and sold
  - C. maintain its economic value
  - D. be restored and replanted

### 3.0 Soil is an important resource that human activity can protect or degrade.

#### 3.1 What is Soil?

##### **Soil Contains Minerals and Organic Matter**

**Organic Matter** (decaying or decayed living things) and **minerals** (broken down rock) are what makes up soil particles. Soil that contains a partly decayed organic matter is called **humus**. Soil is a natural resource, like water and minerals. Healthy soil is critical in natural ecosystems and sustains our need to grow plants for food and fibre. Soil gives plants a place to sink their roots and anchor themselves. Soil is also a community with billions of organisms.

**How Do Soils Develop?** Five [factors determine how soils develop](#):

Parent material (mineral matter - rock, soil clay)

Climate (determines the kinds of plants, how fast they grow and decompose)

Vegetation (determines the amount and type of organic matter in the soil)

Landscape (helps to prevent erosion)

Time (all these process happen over long periods of time)

Healthy soil contains soil-dwellers and decomposers. The decomposers break down plant and animal tissue, forming humus, which helps roots grow by trapping water and air.

The four main types of decomposers are:

Bacteria

Fungi (including moulds and mushrooms) - make nutrients available to plants

Microscopic actinomycetes (a special type of bacteria)

Earthworms (eat soil, grind, digest and mix it - their tunnels provide air and the mucus helps stick soil particles together)

##### **Characteristics of Different Types of Soil**

<b>Sandy</b>	<b>Clay</b>	<b>Loam</b>
Runs between your fingers	Feels slippery when wet	Feels crumbly
Few lumps	Dry clay is very hard	Soft and feathery
When moistened and squeezed, it will not stay together	When moistened and squeezed, it will stay together forming a tight ball	When moistened and squeezed, it will stay together forming a loose ball
Light brown	Color is determined by the minerals it contains	Dark brown or black
Mostly minerals	Mostly minerals, little humus	Balance between mineral particles and organic matter
Little food for plants	Fine texture	Lots of nutrients for plants
Dries quickly	Small pore size	Absorbs water very well

##### **Different Plants for Different Soils**

Even though loam soil appears to be the best type of soil for all plants, not all plants grow well in it. Plants are adapted to different soils.

### 3.2 Our Practices Can Improve or Degrade Soil

To be economically sustainable, farmers need to make more money with their crops than they spend to grow their crops. They are able to do this by using very large machinery that can cover large parcels of land as they seed and harvest their crops. They also need to add fertilizer to the soil to increase the yield and irrigate to provide the need moisture for growth of the crop. Most farmers only grow one type of crop in one particular area - this is known as **monoculture**.

#### **Fertilizer Use**

Loss of organic matter is a very serious problem and can lead to soil erosion. If the soil has lost this organic matter (which has been built up over many years) the plants may not grow very well, because of the lack of sufficient nutrients in the soil. Plants require 6 basic nutrients from the soil in order to grow healthy. These nutrients are: nitrogen (N), phosphorus (P), potassium (K), sulphur (S), calcium (Ca), and magnesium (Mg).

Typical nutrients in fertilizers are:

The first number in a fertilizer formula is the amount of nitrogen in the fertilizer ... **Nitrogen** ... which is used by plants for producing **leaf growth and greener leaves**. Urea and ammonia are both used as sources of nitrogen.

The second number is the phosphorus amount of ... **Phosphorus** ... which is used by plants to **increase fruit development and to produce a strong root system**.

The third number is the amount of ... **Potassium** (potash) ... which is used by plants for **flower color and size**. It is also helps to **strengthen the plant**.

#### **Irrigation**

[Irrigation](#) is a technique that farmers use to make sure that moisture gets into the soil for crop growth. It is often a problem in grassland areas, where the moisture evaporated quickly. [Irrigation](#) systems (using natural waterways and irrigation canals) can often be the life or death of a crop and must be maintained, to ensure an adequate supply of water is available when it is needed.

#### **Clearing The Land**

Farming practices changed from using human and animal power in the early 1900's to total mechanization by the 1950's to modern computerized controls in the present. Production practices have, over time, sometimes damaged large areas of soil throughout the Prairie Provinces. The white crusty ring around a body of water is salt, which has run off the land into the water. This condition is called **salinization** (salty soil) and can have the same effect as a drought. Two factors lead to increased salinization: not enough vegetation or too much water (irrigation). This problem can be corrected by replanting the areas where there is very little vegetation, so the plants can use up the water that falls before it runs off as excess or seeps into the soil dissolving the mineral salt in the soil and getting into the groundwater. Ploughing and cultivating the soil too much and the practice of regular summer fallow (cultivating the land to control weeds - by not planting a crop) exposes the soil surface to sunlight and higher temperatures, encouraging bacteria to decompose organic matter at a rapid rate and exposes it to sun and wind - thus increasing topsoil erosion.

[Saving the Soil](#) - Soil erosion can be solved by planting a cover of vegetation on the surface to slow the flow of water runoff (giving it more time to absorb more water). This vegetation also helps to anchor the soil particles from the wind. **Zero Tillage** is one way to accomplish this and it also helps control the growth of weeds. Special farming equipment is also used, like the **Noble blade and drill** that replaced traditional plows. **Shelterbelts** (rows of trees), **Modification of waterways**, and **Crop rotation** (forage crops to add more organic matter - manure from livestock). This involves planting a different crop in a particular field every year. The plants from the different crops use the nutrients the other crops don't need.

**Forestry** can also have an impact on soils. Removal of trees from a particular area can lead to erosion by wind and water. Cut areas often are littered with debris, which has been left to lower erosion (and add organic matter to the soil) and replanting programs are started after the trees have been harvested. Vegetation near waterways is usually left undisturbed.

## Section 3 – Soil is an important resource that human activity can protect or degrade

### 3.1 What Is Soil?

1. Soil is a natural resource. The components of soil include organic matter and minerals. When soil contains partly decayed organic matter it is called ...
  - A. **clay**
  - B. **sand**
  - C. **humus**
  - D. **vegetative**
2. It has been raining for two weeks straight. There is too much moisture in the soil and the process of decomposition cannot take place. Organic matter does not decompose, but collects at the surface of the soil. The primary reason that decomposition of the organic matter cannot occur is because the soil lacks enough ...
  - A. **oxygen**
  - B. **carbon dioxide**
  - C. **decomposers**
  - D. **heat**
3. When moistened and then squeezed, this type of soil will stay together forming a tight ball ...
  - A. **sand**
  - B. **clay**
  - C. **loam**
  - D. **sediment**
4. This type of soil is dark brown or black and absorbs water very well.
  - A. **clay**
  - B. **sand**
  - C. **loam**
  - D. **sediment**
5. This type of soil has mostly minerals and does not retain moisture very well ...
  - A. **clay**
  - B. **sand**
  - C. **loam**
  - D. **sediment**
6. There are five factors that determine how soils develop. Which of the following is not one of those five factors? ...
  - A. **parent material**
  - B. **climate**
  - C. **soil type**
  - D. **time**
7. Good healthy soil contains soil-dwellers and decomposers. The four main types of decomposers are ...
  - A. **bacteria, fungi, earthworms, actinomytes**
  - B. **crows, raccoons, hyenas, wolverines**
  - C. **earthworms, centipedes, bacteria, ants**
  - D. **magpies, crows, raccoons, mice**
8. When earthworms are moving through the soil they eat it, grind it, digest it and mix it. Their mucus helps stick the particles together and their tunnels provide ...
  - A. **protection**
  - B. **minerals**
  - C. **moisture**
  - D. **air**

### 3.2 Our Practices Can Improve or Degrade Soil

1. Farmers need to make money when growing crops. Most farmers only grow one type of crop in a particular area. This type of farming is called ...
  - A. shelterbelts
  - B. mini-cropping
  - C. monoculture
  - D. single-cropping
2. On the Canadian Prairies during the 1930's, drought and poor farming methods caused a lot of the topsoil – that is necessary to good yield crops – to blow away. This period of Canadian history is often referred to as the ...
  - A. Dirty thirties
  - B. Roaring twenties
  - C. Great depression
  - D. Windy wastelands
3. Healthy high yield crops require large amounts of nutrients. All of these nutrients have specialized functions. Fertilizer usually contains three of the six nutrients, including ...
  - A. nitrogen, potassium, sulfur
  - B. phosphorus, calcium, calcium
  - C. potassium, nitrogen, phosphorus
  - D. magnesium, potassium, calcium
4. Sources of nitrogen used in fertilizer include ...
  - A. Ammonia and urine
  - B. Urea and ammonia
  - C. Chlorine and ammonia
  - D. Urea and urine
5. The practice of planting a particular type of crop in a field every year, to match the nutrients the soil has for this particular type of crop is called ...
  - A. monoculture
  - B. crop rotation
  - C. summer fallow
  - D. zero tillage
6. The practice of cultivating land to control weeds, without planting crops is called ...
  - A. fall tillage
  - B. summer fallow
  - C. spring irrigation
  - D. wintering crops
7. Many farming practices are used to save the soil from excess erosion. Planting trees or shrubs along the edges of field is one such practice. The purpose behind this is to ...
  - A. provide travel corridors for water
  - B. enhance crop rotation
  - C. plant the seeds through the stubble
  - D. reduce wind damage and trap snow
8. A plowing device that would go under the stubble left on the field, to kill the weed enabled farmers to benefit from the use of 'trash cover'. The blade was developed by C.S. Noble from Nobleford, Alberta and was called the ...
  - A. Nobleford Blade
  - B. Noble Blade and Drill
  - C. Trash Cover Blade
  - D. Stubble Plow Blade

## 4.0 The ways that plants are grown and used are related to human needs, technology, and the environment.

### 4.1 Modifying Environments to increase Yields

Scientists and growers have developed technologies that increase the *yield* of plants. **Yield** is the amount of useful plant part per plant. Plants are sometimes grown in artificial environments, in which the growing conditions can be controlled.



**Greenhouses** are one example of an artificial environment.

A hydroponics system is another type of artificial soil environment. **Hydroponics** is a technique for growing plants, without soil in a water solution. (This occurs in greenhouses in Canada)

### 4.2 New Plant Varieties Are Developed by Selective Breeding

#### ***We Grow Particular Varieties Of Plants***

A species is a group of organisms with similar traits that can reproduce with each other. A variety is a subset of a species. A variety has particular traits, or special characteristics that distinguish it from other varieties. New varieties are developed with those traits (grow in colder climates, tolerate salty soil, resist disease, fight off insect infestation) we want or need in the plant we are growing.

#### Apple Varieties

There are over 7500 varieties of apples grown in the world - of which 2500 are grown in North America



#### ***Varieties Are Developed By Selective Breeding***

**Selective breeding** means that people choose specific plants with particular characteristics and encourage these plants to reproduce.

Plants are also bred for ...

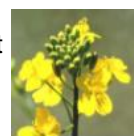
- their ability to withstand certain environmental conditions (hardiness)
- how much food they produce (yield)
- their resistance to disease.
- their appearance (sweetheart cherries - Summerland Research Station, B.C.)

Scientists can change plants by going inside an individual plant cell and modify some of its material, by removing parts of the cell that control particular characteristics. This genetic material ( genes of the plant ) can then be combined with genetic material from another plant to create a new plant - having characteristics from both plants. This process (**biotechnology**) is called **genetic modification**, or **genetic engineering**.

#### ***New Varieties Can Cause New Problems***

Some may require more fertilizer, or special treatment of pesticides, which can increase the costs to the grower, and possibly cause harm to the environment.

**Canola** (an oilseed crop) was developed using selective breeding and originated from a plant called rapeseed. It was developed to produce seeds that created a good-tasting oil. Canola crops are now more resistant to diseases, drought and even certain chemicals. But, they might cross pollinate with 'wild' mustard to make 'super weeds'.



### 4.3 Controlling Weeds and Pests

A **pest** is any organism that is causing plants to produce less than they otherwise would. When organisms are part of a natural ecosystem, or are beneficial to people, then they are not pests. In natural systems, organisms have parasites, predators, or competing plants that help to keep their numbers in check. There are many different kinds of pests.

Pests which cause the most problems are:

Insects (are consumers, because they eat some or all of the plant)

[Fungi](#) (cause infections which can destroy all or part of the plant)

[Weeds \(Common Weeds\)](#) (are thieves, because they steal moisture, nutrients, light and space from the plant crop)

[Dandelions](#) were introduced to North America, from Europe, to be used as a salad vegetable. Natural controls were not present and, as a result, dandelions thrived and over populated the country (coast to coast).

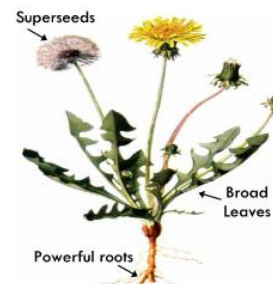
Dandelions are successful weed pests because they have:

Powerful roots (long taproot)

[Broad Leaves](#) (shade other plants close by)

Super seeds (easily carried by the wind)

... And they are very adaptable, because they grow well in any kind of soil and often survive because they are hardy and can easily be missed by the lawn mower (because of their short flower stalks).



Each food and fibre crop has its own unique set of pest weeds, insects and fungi. Sometimes exotic pests are introduced from other countries by accidental exposure to the crop (or sometimes intended). These types of pests can often become serious problems, because they may not have any natural predators, or environmental controls. **Quack grass, thistles** and [chickweed](#) are examples of some exotic weed pests. The **European bark-boring beetle** was introduced from the Netherlands in a shipment of logs. Unfortunately, it also brought with it a fungus, called [Dutch Elm Disease](#), that has almost entirely wiped out the native elm trees of North America. There are various ways that pests can be controlled:

[Natural enemies](#) - often referred to as **Biological Control** - Using a pest's [natural predators](#) (enemies) to keep its numbers under control is effective, provided the species used to control the pest has its own predators to control its numbers.

Large pests can be chased, or scared away

Smaller pests can be picked off the crop by hand

Machines (like cultivators and ploughs) can be used to uproot pesky weeds

Different crops are grown each year (crop rotation)

Regular summer fallow (controlled pests, but led to soil damage)

Chemical controls

Herbicides (chemicals that kill selected plants)

Pesticides – Insecticides (chemicals that kill selected insects)

Fungicides (chemicals that kill off diseases and fungus growing on the plant)

Long term problems were created with the extensive use of pesticides.

[Bioaccumulation](#) - Pollutants move from level to level in the food chain. Bioaccumulation is a primary concern with the use of chemical pesticides, because as the chemicals move from level to level they accumulate in the organism. Organisms at the top of the food chain are the most adversely affected.

**Soil Residue** - Some of the chemicals used as pesticides wash off the plants and leave residue in the soil and water. If the chemical is not easily decomposed they remain in the soil and can be poisonous.

**Harming Non-Target Organisms** - Pesticides are often be toxic to organisms they were never intended to harm (like earthworms who can be exposed to pesticides from soil residue and ladybird beetles who eat aphids can be killed by the pesticide used to control the aphids)

**Resistant Species** - As pesticide use increases, pests can (over time) develop a resistance to the toxic effects of the chemicals being used.

## 4.4 Consequences of Environmental Management

Unintended consequences result when we don't know or don't think about all of the factors in a particular situation that we are trying to manage in the environment.

### ***Some Practices Have Unintended Consequences For The Environment***

Environmental management is balancing the needs of humans with the needs of the environment. When technologies are used to maintain the balance in the environment, all of the effects must be studied, not just the intended effects.

Forestry – roads bring in people and equipment and also destroy habitat, disrupt wildlife migration patterns, and make it easier for predators to capture their prey (in the open). Human recreational use will disrupt particular species of wildlife, by moving away, in order to avoid the noise and presence of humans.

### ***Monoculture***

In farm management, each field often support only one type of plant. This is called a **monoculture**. Although this may be good for the farmer (harvesting and overall lower cost), It can also give certain pests a huge supply of their favorite food – resulting in an increased population and ultimately more pesticide used to control this increase. Monoculture also lowers the **biodiversity** of the environment, because only one habitat is available.

There are alternatives to using pesticides. [Organic Food Production](#)

Organic food is food that has been grown without the use of chemical fertilizers and chemical pesticides. Manure and compost is used to add nutrients to the soil. Pests are controlled by crop rotation, tilling, mulching, companion planting and removal of insects by hand. Organic Farming can be more expensive, but the quality is much better, the environment is less harmed and there is a higher level of safety for the farmer (without using chemicals)

Other techniques used to discourage the need for chemicals are

- using good quality seeds
- removing weeds before their seeds mature
- cutting weeds along property lines
- cleaning equipment to reduce transfer
- planting a variety of crops (instead of monocultures) - increasing diversity

### ***Sustainable Management***

Producers, such as farmers and foresters must make very careful economically feasible decisions about what to produce and the practices they use to produce it. Consumers must be more conscious of interdependence, and environmental impact factors, which must be taken into account, besides the cost, to ensure that the food and fibre industry is **sustainable** (so it will continue for a long time).

Sustainable ways of producing plants (like **crop rotation**) can also have some consequences other than just helping the environment:

- Breaks insect and disease cycle
- Improves soil structure
- Controls problem weeds
- Improves yield by as much as 15%
- Prevents the continued depletion of nutrients in the soil
- Makes economic sense
- Maintains a secure work environment for the grower and the workers



## Section 4 –

### The ways that plants are grown are related to needs, technology and the environment

#### 4.1 Modifying crops to increase yield

1. When growers and scientists work together to get more useful parts per plant, they are trying to increase ...
  - A. **yield**
  - B. **stability**
  - C. **resistance**
  - D. **sustainability**
2. An artificial plant environment is one in which all of the growing conditions can be controlled. The following is an example of an artificial environment ...
  - A. **hydrofoil**
  - B. **hydrogenerate**
  - C. **hydroponic**
  - D. **hydrolysis**
3. In order to make an artificial environment work without soil, plants are grown in a ...
  - A. **greenhouse**
  - B. **nutrient solution**
  - C. **terrarium**
  - D. **organic garden**
4. A canola crop that is grown without irrigation yields 1120 kg of seeds per hectare. With irrigation a canola crop yields approximately 10% more seeds per hectare. The yield per hectare is now ...
  - A. **1100**
  - B. **1160**
  - C. **1200**
  - D. **11200**
5. Spreading manure over cropland is a technique growers use to improve the yield of different crops. This action adds this nutrient to the soil ...
  - A. **salt**
  - B. **calcium**
  - C. **vegetation**
  - D. **organic matter**

## 4.2 New Plant Varieties are Developed by Selective Breeding

1. A group of organisms that all have similar traits and whose offspring can reproduce are called a ...
  - A. subgroup
  - B. species
  - C. selection
  - D. variety
2. The special traits or characteristics that distinguish one organism from another is called a ...
  - A. subgroup
  - B. species
  - C. selection
  - D. variety
3. A plant that is selected because it is more resistant to disease is an example of ...
  - A. personal preference
  - B. selective preference
  - C. personal breeding
  - D. selective breeding
4. Scientists can now change plants by going inside the plants cells and modifying some of its genetic material. This process is part of a science called ...
  - A. biology
  - B. genealogy
  - C. microbiology
  - D. biotechnology
5. A very small section of a plant cell's nucleus is called a ...
  - A. trait
  - B. variety
  - C. gene
  - D. hybrid
6. The process which combines genetic material from one organism into another organism, to make a new organism is called genetic ...
  - A. diversity
  - B. addition
  - C. engineering
  - D. recreation
7. Canola is an oilseed crop that is valued for its ...
  - A. taste and colour
  - B. durability
  - C. resistance to predators
  - D. health benefits
8. The breeding of super weeds may be happening with the Canola crop. This is suspected, because scientists believe the canola plant is cross-pollinating with ...
  - A. wild oats
  - B. wild mustard
  - C. rapeseed
  - D. barley

### 4.3 Controlling Weeds and Pests

1. Insects, fungi and weedy plants are the pests that cause the most damage to plants. Fungi and bacteria cause ...
  - A. **loss of moisture**
  - B. **nutrients to become inactive**
  - C. **infection**
  - D. **plant loss due to consumption**
2. Dandelions are super weeds because they had no natural controls when they were introduced to North America from Europe. They were brought here to be used as a ...
  - A. **flowering plant**
  - B. **salad vegetable**
  - C. **medicinal plant**
  - D. **edible wildflower**
3. Canola is popular with insects, fungus and weeds. One such pest is wild oats. This pest causes damage because it ...
  - A. **devours the canola plant**
  - B. **steals nutrients and moisture**
  - C. **causes infection in the canola seed**
  - D. **cuts off the flow of water to the canola stem**
4. Trying to get rid of certain pests can be a problem. If a non-native species is introduced to a certain area, without natural predators, it often becomes a pest. One such example was the introduction to North America from Europe of a plant that was used as a salad vegetable. It was ...
  - A. **Canola**
  - B. **Mustard**
  - C. **Dandelion**
  - D. **Foxglove**
5. Herbicides, insecticides and fungicides are used to control weeds, insects and fungus. The use of these pesticides caused another problem. They build up over time in the the food chain and get stored in organisms, just as food energy is stored. This process is called...
  - A. **ecoaccumulation**
  - B. **bioaccumulation**
  - C. **pesticide residue**
  - D. **chemical pollution**
6. Organic food is food that has been grown without the use of chemical fertilizers and chemical pesticides. To provide the needed nutrients to grow the plants, they use ...
  - A. **manure and compost**
  - B. **tillage and crop rotation**
  - C. **mulching and companion planting**
  - D. **clean equipment and good seeds**
7. Biological control is one way to reduce the effect of pests on plants. To keep a pest's numbers under control, these biological controls would likely be used ...
  - A. **invasive species**
  - B. **natural predators**
  - C. **exotic species**
  - D. **non-native predators**
8. Chemicals that are used as pesticides can wash off many plants and become poisonous in the soil. This is referred to as soil ...
  - A. **resistance**
  - B. **restriction**
  - C. **regeneration**
  - D. **residue**

#### 4.4 Consequences of Environmental Management

1. When we don't investigate all of the possible factors and outcomes for our actions in the environment, these might occur ...
  - A. **bio-diversification**
  - B. **bio-accumulation**
  - C. **natural consequences**
  - D. **unintended consequences**
  
2. Balancing the needs of humans and the needs of the environment is called 'Environmental ...'
  - A. **Practice**
  - B. **Diversification**
  - C. **Management**
  - D. **Control**
  
3. One of the effects of monoculture farming practices is that pests feeding on that crop have a large food supply. Monoculture is also a farming practice that actually lowers ...
  - A. **cost of pesticides**
  - B. **biodiversity**
  - C. **crop yield**
  - D. **natural predators**
  
4. Forestry practice can disrupt some predator-prey relationships. Logging roads actually help predators find their prey, because the prey ...
  - A. **are much slower**
  - B. **cannot be seen as well**
  - C. **have nowhere to hide**
  - D. **don't worry about predators**
  
5. Using good quality seeds, removing weeds before the seeds mature and planting a variety of crops, instead of a monoculture, will reduce the need for ...
  - A. **chemical controls**
  - B. **biological controls**
  - C. **cleaning equipment**
  - D. **crop rotation**
  
6. Sustainable practices in the production of plants, such as crop rotation, have led to other benefits that were unintentional. One such benefit is ...
  - A. **improving yield by 15%**
  - B. **more resistant pests**
  - C. **better chemical controls**
  - D. **more greenhouse operations**

## REVIEW ... Key Concepts

### Unit 2 – Plants For Food And Fibre

#### 1.0 Structures and Life Processes

- ❖ Seed plants have roots, stems, leaves and either flowers or cones
- ❖ Each structure performs a specific function
- ❖ Life processes in plants include: **Photosynthesis, Transpiration Gas exchange (cellular respiration)**
- ❖ Seed plant life cycle includes three stages: **Seed stage, Seedling stage, and Adult stage**
- ❖ **Pollination** is the joining of pollen and ovary
- ❖ Seed plants can also reproduce in ways not involving seeds: **Runners, rhizomes, suckers, cuttings and grafting**
- ❖ Adaptations help plants get what they need from the environment
- ❖ Growing conditions varies between and among plants, and can be modified using technology

#### 2.0 Role of Plants to Meet Human Needs

- ❖ Plants supply oxygen and food
- ❖ Plants are used for food, fibre (to make things), medicine, and other products
- ❖ Natural resources vs Managed resources

#### 3.0 Soil

- ❖ Minerals and organic matter in different amounts make clay, sandy soil or loam
- ❖ Growing and harvesting methods can improve or degrade soil

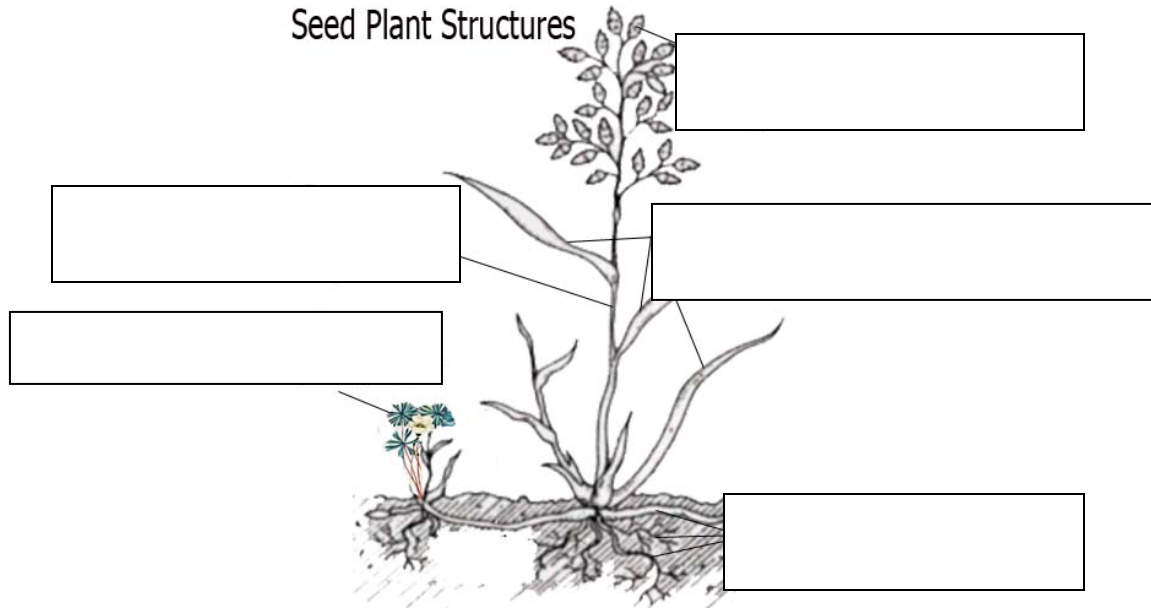
#### 4.0 Growing and Using Plants – Sustainability

- ❖ **Selective breeding** provides specific desirable traits
- ❖ New varieties may lead to environmental problems
- ❖ **Resistance**, loss of species or pollution can occur with long term use of herbicides and pesticides
- ❖ **Sustainability** – balancing out needs with the needs of the environment and the consequences (social and economic)

### 1.0 Structures and Life Processes

- ❖ Seed plants have roots, stems, leaves and either flowers or cones

Identify the structures of a seed plant from the illustration below



- ❖ Each structure performs a specific function

Explain the function of the following seed plant structures

Structure	Function
Roots	_____
Stems	_____
Leaves	_____
Flowers	_____
Seeds	_____
Cones	_____

Why do plants produce seeds? \_\_\_\_\_

\_\_\_\_\_

❖ Life processes in plants

Explain the following life processes of a seed plant:

**Moving water from the roots to the other parts of the plant**

**Transpiration** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Capillary Action** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Moving substances in and out of plant cells**

**Diffusion** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Osmosis** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Active Transport** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Making food**

**Photosynthesis** \_\_\_\_\_

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**Using Food**

**Gas exchange (cellular respiration)** \_\_\_\_\_

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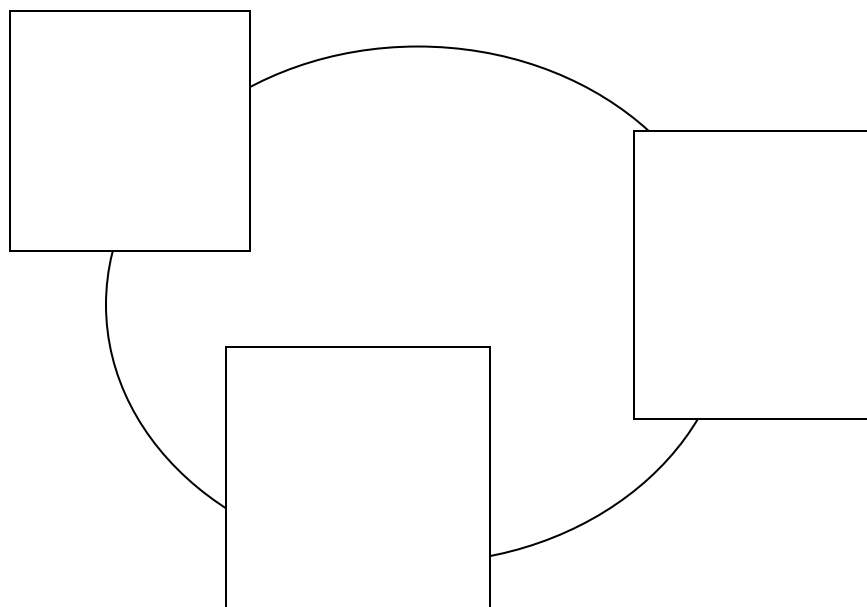


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Illustrate a word equation for this process (**cellular respiration**)

❖ Seed plant life cycle includes three stages:

Illustrate the life cycle of a typical seed plant, such as a dandelion.





❖ **Pollination** is the joining of pollen and ovary

Explain the process of **pollination**

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What organisms are considered to be **pollinators**?

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What else can be a pollinator?

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❖ Seed plants can also reproduce in ways not involving seeds:

Describe how each of the following types of vegetative reproduction can produce new plants

**Runners** \_\_\_\_\_

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**Rhizomes** \_\_\_\_\_

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**Suckers** \_\_\_\_\_

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**Cuttings** \_\_\_\_\_

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**Grafting** \_\_\_\_\_

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❖ **Adaptations** help plants get what they need from the environment

Illustrate with examples plants that have adapted to the environments described below.  
 (Explain how the adaptation helps the plant to survive in the environment in which it grows.)

Desert Environment	Mountain Region
Open Flat Prairie Environment	Lake

❖ Growing conditions vary between and among plants, and can be modified using technology

What are the best **growing conditions** for plants?

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**2.0 Role of Plants to Meet Human Needs**

❖ Plants play an essential role in the environment

What specific roles do plants have in our environment?

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❖ Plants are used for food, fibre (to make things), medicine, and other products

Give examples of how plants are used for the following purposes.

<b>Food</b>	<b>Fibre</b>
<b>Medicine</b>	<b>Other Products</b>

❖ Natural resources vs Managed resources

Explain what living resources are.

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What human activities caused changes in the supply of living resources.

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Who is responsible for managing the living resources we have in Alberta? Canada?

Alberta \_\_\_\_\_

Canada \_\_\_\_\_

**3.0 Soil**

❖ Minerals and organic matter in different amounts make clay, sandy soil or loam

What is the difference between organic particles and mineral particles in soil?

---

Briefly describe the characteristics of each type of soil.

Sandy Soil	Clay Soil	Loam Soil

❖ Growing and harvesting methods can improve or degrade soil

**Soil** is an important resource in our environment. How are nutrients replaced in the soil when they are used up?

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What are some **practices** that can improve, or cause harm to soil quality?

Improving soil quality	Degrading soil quality

**4.0 Growing and Using Plants – Sustainability**

Describe three different ways to modify an environment

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What technologies have been developed to improve **yields**?

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❖ **Selective breeding** provides specific desirable traits

Match each of the following terms:

1. Species      \_\_\_\_\_ A subset of a species
2. Variety      \_\_\_\_\_ Specific characteristics that distinguish it from other organisms
3. Trait        \_\_\_\_\_ A group of organisms with similar traits

What is **selective breeding**?

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What is **genetic engineering**?

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Explain what a **hybrid** is.

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Give an example of what happens when parents with different traits reproduce?

❖ New varieties may lead to environmental problems

Describe an **'unintended'** consequence when a new variety of plant is produced.

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❖ **Resistance**, loss of species or pollution can occur with long term use of herbicides and pesticides

What are the different kinds of **pests** that can affect plants?

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Explain why each of the following are used and what 'unintended' consequence has occurred as a result of its use.

**Herbicides** \_\_\_\_\_

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**Pesticides** \_\_\_\_\_

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**Biological Control** \_\_\_\_\_

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❖ **Sustainability** – balancing out needs with the needs of the environment and the consequences (social and economic)

**'Unintended' consequences** often happen when we don't know or don't think about all of the factors in a particular situation.

Describe a situation where you experienced an 'unintended consequence'.

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Find an article from your local newspaper that outlines an 'unintended' consequence.

Paper: \_\_\_\_\_

Date: \_\_\_\_\_

Section: \_\_\_\_\_

Summary:

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How does **monoculture** affect **biodiversity**?

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## Plants for Food and Fibre Unit Test

### Section 1 – Plant structures and Life Processes

1. The largest group of plants in the world is seed plants. The structure in seed plants that function to produce food for the plant is the ...
  - A. flower
  - B. stem
  - C. seed
  - D. leaf
2. The structure in seed plants that supports the other parts of plant is the ...
  - A. root
  - B. stem
  - C. seed
  - D. leaf
3. The function of the root is to ...
  - A. absorb water
  - B. support
  - C. produce food
  - D. reproduce
4. Moving water up a plant from the roots to the leaves occurs by a combination of different processes. The main process that draws water up from the plant roots is ...
  - A. osmosis
  - B. capillary action
  - C. diffusion
  - D. transpiration
5. Water travels from the roots, up the stem to the leaves, through tiny tubes. The attraction of the water particles to each other is called ...
  - A. partner attraction
  - B. capillary action
  - C. mutual attraction
  - D. 'sticky' action
6. Osmosis is the diffusion of water particles when there is a difference in concentration. When the concentration of water in the soil is greater than the concentration of water in the roots of the plant, the water particles will move to the ...
  - A. stem tissue
  - B. leaf cells
  - C. root hairs
  - D. stem tubes
7. A process that does not require a difference in substance concentration is called ...
  - A. diffusion
  - B. osmosis
  - C. pore selection
  - D. active transport
8. The beginning and end of a seed plant are selected actions that take place. The beginning of a seed plant is when a seed begins to grow into a plant. The end of the process is when a seed plant ...
  - A. wilts and dies
  - B. grows reproductive organs
  - C. produces seeds of its own
  - D. gets harvested and sold

9. Usually found in the very center of the flower, the female part of the flower is called the ...
- A. **ovary**
  - B. **stoma**
  - C. **pollen**
  - D. **stigma**
10. Plants can also reproduce without seeds. Stems can reproduce new plants. Stems that grow underground and reproduce without seeds are called ...
- A. **runners**
  - B. **rhizomes**
  - C. **suckers**
  - D. **bulbs**
11. To protect the thin needle-like leaves of white spruce trees from drying out, they are coated with a thick layer of ...
- A. **wax**
  - B. **resin**
  - C. **rubber**
  - D. **pollen**
12. One of the nutrients that plants need to grow healthy and develop properly is nitrogen. If plants do not get enough nitrogen, their leaves will ...
- A. **turn yellow**
  - B. **wilt and die**
  - C. **curl and turn brown**
  - D. **lose too much water**
13. Plants are grown in artificial environments and get all the nutrients they need without variations in growing conditions. This is possible in a ...
- A. **garden**
  - B. **hydrofoil**
  - C. **shelterbelt**
  - D. **greenhouse**

## Section 2 –Plants play an essential role in the environment

14. The four classification categories of vegetation (plant) cover in Canada include: forest, tundra, barren and this category ...
- A. **field**
  - B. **meadow**
  - C. **agriculture**
  - D. **gardening**
15. Plants prevent the process that moves soil from place to place, because their roots hold the soil in place. This process is ...
- A. **erosion**
  - B. **respiration**
  - C. **weathering**
  - D. **protection**
16. All organisms are connected within an ecosystem. Plants are the most important because they make their own food and they are the ...
- A. **carnivores**
  - B. **herbivores**
  - C. **consumers**
  - D. **producers**

17. Paintbrush is a red flowering plant that grows throughout Alberta. The Aboriginal people used this plant to treat rheumatism and its flowers could be eaten as a ...
- A. pain killer
  - B. sweet treat
  - C. headache relief
  - D. antacid
18. A plant used by the Metis, First Nations and Inuit people to treat kidney problems was called '*kinnikinick*'. It comes from this plant ...
- A. buffalo berry
  - B. willow bark
  - C. opium seed pod
  - D. white spruce
19. Plants are also used for fuel. Using plants for fuel is not very efficient. The reason for this is because ...
- A. it costs too much to convert the plant to fuel
  - B. a large amount of energy is needed to grow the plant
  - C. a lot of the energy is unable to be used
  - D. It is not very economical to grow plants for fuel
20. Destruction of many of the native species, in the grassland regions of Alberta, was caused by ...
- A. grassland fires
  - B. lightning strikes
  - C. conversion to forests
  - D. conversion to cropland
21. Proper forestry practices can increase the diversity of species in the forest. This is possible because careful cutting can ...
- A. remove habitat
  - B. reduce excess light
  - C. increase light and air
  - D. Increase species numbers
22. Foresters, who harvest forests for the many products they provide, must follow certain regulations in order to keep this resource healthy and renewable. These regulations are established by people who ...
- A. employ logging companies
  - B. manage forest resources
  - C. study harvesting effects
  - D. live in the forest ecoregion

### Section 3 – Soil is an important resource that human activity can protect or degrade

23. Soil is a natural resource. The components of soil include organic matter and minerals. When soil contains partly decayed organic matter it is called ...
- A. clay
  - B. sand
  - C. humus
  - D. vegetative
24. This type of soil has mostly minerals and does not retain moisture very well ...
- A. clay
  - B. sand
  - C. loam
  - D. sediment

25. Good healthy soil contains soil-dwellers and decomposers. The four main types of decomposers are ...
- A. **bacteria, fungi, earthworms, actinomytes**
  - B. **crows, raccoons, hyenas, wolverines**
  - C. **earthworms, centipedes, bacteria, ants**
  - D. **maggies, crows, raccoons, mice**
26. When earthworms are moving through the soil they eat it, grind it, digest it and mix it. Their mucus helps stick the particles together and their tunnels provide ...
- A. **protection**
  - B. **minerals**
  - C. **moisture**
  - D. **air**
27. Farmers need to make money when growing crops. Most farmers only grow one type of crop in a particular area. This type of farming is called ...
- A. **shelterbelts**
  - B. **mini-cropping**
  - C. **monoculture**
  - D. **single-cropping**
28. The practice of planting a particular type of crop in a field every year, to match the nutrients the soil has for this particular type of crop is called ...
- A. **monoculture**
  - B. **crop rotation**
  - C. **summer fallow**
  - D. **zero tillage**
29. Many farming practices are used to save the soil from excess erosion. Planting trees or shrubs along the edges of field is one such practice. The purpose behind this is to ...
- A. **provide travel corridors for water**
  - B. **enhance crop rotation**
  - C. **plant the seeds through the stubble**
  - D. **reduce wind damage and trap snow**

#### **Section 4 – The ways that plants are grown are related to needs, technology and the environment**

30. An artificial plant environment is one in which all of the growing conditions can be controlled. The following is an example of an artificial environment ...
- A. **hydrofoil**
  - B. **hydrogenerate**
  - C. **hydroponic**
  - D. **hydrolysis**
31. Spreading manure over cropland is a technique growers use to improve the yield of different crops. This action adds this nutrient to the soil ...
- A. **salt**
  - B. **calcium**
  - C. **vegetation**
  - D. **organic matter**
32. A group of organisms that all have similar traits and who's offspring can reproduce are called a ...
- A. **subgroup**
  - B. **species**
  - C. **selection**
  - D. **variety**

33. A very small section of a plant cell's nucleus is called a ...
- A. **trait**
  - B. **variety**
  - C. **gene**
  - D. **hybrid**
34. The process which combines genetic material from one organism into another organism, to make a new organism is called genetic ...
- A. **diversity**
  - B. **addition**
  - C. **engineering**
  - D. **recreation**
35. Canola is an oilseed crop that is valued for its ...
- A. **taste and colour**
  - B. **durability**
  - C. **resistance to predators**
  - D. **health benefits**
36. The breeding of super weeds may be happening with the Canola crop. This is suspected, because scientists believe the canola plant is cross-pollinating with ...
- A. **wild oats**
  - B. **wild mustard**
  - C. **rapeseed**
  - D. **barley**
37. Dandelions are super weeds because they had no natural controls when they were introduced to North America from Europe. They were brought here to be used as a ...
- A. **flowering plant**
  - B. **salad vegetable**
  - C. **medicinal plant**
  - D. **edible wildflower**
38. The use of pesticides can cause a problem. They build up over time in the food chain and get stored in organisms, just as food energy is stored. This process is called...
- A. **ecoaccumulation**
  - B. **bioaccumulation**
  - C. **pesticide residue**
  - D. **chemical pollution**
39. Organic food is food that has been grown without the use of chemical fertilizers and chemical pesticides. To provide the needed nutrients to grow the plants, they use ...
- A. **manure and compost**
  - B. **tillage and crop rotation**
  - C. **mulching and companion planting**
  - D. **clean equipment and good seeds**
40. Chemicals that are used as pesticides can wash off many plants and become poisonous in the soil. This is referred to as soil ...
- A. **resistance**
  - B. **restriction**
  - C. **regeneration**
  - D. **residue**

41. When we don't investigate all of the possible factors and outcomes for our actions in the environment, these might occur ...
- A. **bio-diversification**
  - B. **bio-accumulation**
  - C. **natural consequences**
  - D. **unintended consequences**
42. Balancing the needs of humans and the needs of the environment is called 'Environmental ...
- A. **Practice**
  - B. **Diversification**
  - C. **Management**
  - D. **Control**
43. One of the effects of monoculture farming practices is that pests feeding on that crop have a large food supply. Monoculture is also a farming practice that actually lowers ...
- A. **cost of pesticides**
  - B. **biodiversity**
  - C. **crop yield**
  - D. **natural predators**

**NR1** - From **plant to final product** was a topic you studied in this unit. There are plants that are used to produce certain products. Match the product with the plant it is derived from.

- 1 disposable diapers
- 2 sails
- 3 linen paper
- 4 plastics

\_\_\_\_\_ **hemp**      \_\_\_\_\_ **flax**      \_\_\_\_\_ **cotton**      \_\_\_\_\_ **wood pulp**

	.	.	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

**NR2** - There are many different kinds of **stems**. Match the description with the type of stem it describes.

- 1 grows horizontally on the ground (runner)
- 2 underground stems
- 3 fleshy horizontal stems
- 4 flattened stems

\_\_\_\_\_ **corms**  
 \_\_\_\_\_ **cacti**  
 \_\_\_\_\_ **strawberry plant**  
 \_\_\_\_\_ **cattails**

	.	.	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

## Plants for Food and Fibre Section Quiz – Answer Keys

		1.1	1.2	1.3	1.4	1.5
		<b>Section 1 Quiz</b> (1.1, 1.2, 1.3, 1.4, 1.5)	1.	D	D	C
	2.	C	A	C	B	A
	3.	B	B	B	A	C
	4.	C	B	C	B	D
	5.	B	C	D	D	
	6.	C	A	A		
	7.	A	B	C		
	8.	A	D	B		
	9.			D		

		2.1	2.2	2.3
		<b>Section 2 Quiz</b> (2.1, 2.2, 2.3)	1.	C
	2.	A	C	B
	3.	A	A	D
	4.	B	B	A
	5.	D	C	B
	6.	D	A	C
	7.		C	B
	8.		B	D

		3.1	3.2
		<b>Section 3 Quiz</b> (3.1, 3.2)	1.
	2.	A	A
	3.	B	C
	4.	C	B
	5.	B	B
	6.	C	B
	7.	A	D
	8.	D	B

		4.1	4.2	4.3	4.4
		<b>Section 4 Quiz</b> (4.1, 4.2, 4.3, 4.4)	1.	A	B
	2.	C	D	B	C
	3.	B	D	B	B
	4.	B	D	C	C
	5.	D	C	B	D
	6.		C	A	A
	7.		D	B	
	8.		B	D	

## Plants for Food and Fibre Unit Test – Answer Key

1	<b>D</b>	12	<b>A</b>	23	<b>C</b>	34	<b>C</b>
2	<b>B</b>	13	<b>D</b>	24	<b>B</b>	35	<b>D</b>
3	<b>A</b>	14	<b>C</b>	25	<b>A</b>	36	<b>B</b>
4	<b>D</b>	15	<b>A</b>	26	<b>D</b>	37	<b>B</b>
5	<b>B</b>	16	<b>D</b>	27	<b>C</b>	38	<b>B</b>
6	<b>C</b>	17	<b>B</b>	28	<b>B</b>	39	<b>A</b>
7	<b>D</b>	18	<b>A</b>	29	<b>D</b>	40	<b>D</b>
8	<b>C</b>	19	<b>B</b>	30	<b>C</b>	41	<b>D</b>
9	<b>A</b>	20	<b>D</b>	31	<b>D</b>	42	<b>C</b>
10	<b>B</b>	21	<b>C</b>	32	<b>B</b>	43	<b>B</b>
11	<b>B</b>	22	<b>B</b>	33	<b>C</b>		
<b>Numerical Response</b>		<b>NR1</b>	<b>2341</b>	<b>NR2</b>	<b>2413</b>		