

Activity 7.2.3 Seed Storage

Purpose

Imagine biting into a slice of watermelon on a hot summer day. The annoyance of those pesky little black seeds offsets your enjoyment of the watermelon. Have you ever noticed a pattern of seed placement in the fruit and wondered how the seeds got there? What other types of fruit have seeds arranged throughout the fleshy fruit like watermelon? How does seed development and protection differ from one species to another?

Materials

Per pair of students:

- Sticky notes
- Markers
- Kitchen knife
- Dissection kit
- Colored pencils
- Ruler

Per class:

- (20) samples of mature fruit, grain heads and seed pods

Per student:

- Pencil
- *Agriscience Notebook*

Procedure

Using a good resource describing the various seed-bearing structures of plants, you will develop a dichotomous key to identify various structures. You will then make observations of the anatomy of seed-bearing structures provided by your teacher and test your dichotomous key.

Part One – Making the Key

1. Label a sticky note with each fruit type presented during the PowerPoint® *The Role of Fruit*. Use Table 1 on the student worksheet to ensure that you have included all seed-bearing structures discussed in the presentation.
2. In your work area, use sticky notes and markers to brainstorm questions to create categories and groupings for the different fruit structures.
3. Use the sticky notes from Step 1 and categories from Step 2 to create a rough draft of a working dichotomous key in your work area.
4. In the space provided on the student worksheet, sketch a final version of your dichotomous key.

Part Two – Observing Seed-Bearing Structures

1. Obtain two seed-bearing structures from your teacher.
2. Observe the exterior of Fruit 1, recording details in Table 2. Sketch and label the structure with measurements, markings, and any other items that might help distinguish what type of seed-bearing structure it is.
3. Use the kitchen knife and/or dissection kit to open the first structure.
4. Repeat the observation process for the interior of the structure with colored diagrams, measurements, numbers, and labels.
5. Repeat Steps 2 – 4 for Fruit 2.
6. Return the materials to the teacher. Clean up your work area.

Part Three – Testing the Key

1. Review the types of inflorescence from *Project 4.5.4 Flowers to Fruits*.
2. Use the observations in Table 2 to go through your dichotomous key for each of the two fruits. Record your conclusion in Table 2.
3. Work through or describe the process of observing and identifying the type of seed-bearing structure for Fruit 1. Perform an oral narration of the process, explaining how and why you performed each step you used.
4. Your partner will provide feedback about how you observed and identified the fruit using the dichotomous key.
5. Allow your partner to repeat the same process for Fruit 2.
6. Discuss the process used to observe and identify fruit. What worked well? What could you do differently?
7. Your teacher will have several pairs of students demonstrate the process used to identify one fruit. Students should share observations, assumptions, and conclusions.
8. Your teacher will lead a class discussion and confirm the types of seed-bearing structures.

Conclusion

1. What type of seed-bearing structure is the easiest to identify? Why?
5. What major differences did you see in the seed-bearing structures examined by your class?

6. How are plants identified by the type of seed-bearing structures?

Name: _____

Activity 7.2.3 Student Worksheet

Table 1. *Types of Seed-Bearing Structures*

Achene	Nut
Aggregate	Pepo
Berry	Pome
Drupe	Pod
Grain	Samara
Multiple	

Seed-Bearing Structure Dichotomous Key:

Table 2. Seed-Bearing Structure Observations

Brown Looks like twig rough	Orange/red Dry-ish-fleshy squishy
Internal Description of Fruit 1:	Internal Description of Fruit 2:
Seed is 2.2 cm big- 0.9 in big Seed is flat and brown oval-ish	Red-ish orange-ish Squishy wet Seed 1cm – 0.8 in Looks like blood
Structure Type: <u>dry</u>	Structure Type: <u>fleshy</u>