

## E.T. - A LOCAL WAY OF LEARNING

**Title:** THE BUR AND THE BEAST

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**Grade Level:** 2-4

**Concepts:**

2.Ecosystem

3.Carrying capacity

**Disciplines:**

1.Science

2.Social Studies

3.Language Arts

4. Art

**Objective:**

Through the experience, students will demonstrate how they become carriers for dispersing seed burs, understanding then that in a natural area, animals perform the same function.

**Rationale:**

Nature has a way of getting things done. Some plants have burs, containing their seed, and depend on a carrier to spread that seed for reproduction. They, in other words, are dependent on something or somebody else in order to sustain the species. Can you see a relationship between this and people being dependent on others? Think about it.

**Materials Needed:**

Students are grouped into teams of 4-5; team leader. Each team should have the following:

- 1.A plastic or paper bag
- 2.A hand lens.
- 3.A small container for soil
- 4.A large piece of white paper (20" x 30" or so)
- 5.Each member of team might have the same type of clothing fabric (optional--to see which attracts the most burs)

**Pre-Trip Activity:**

**Discussion of:**

Description and function of burs

Distribution role of animals, birds, people, wind

Kinds of fabrics to which burs stick well

Soil in which burs take root and grow

## THE BUR AND THE BEAST

### **Directions/Activity:**

In pre-designated areas, student teams should:

1. Walk, arm's length apart, in a circular path through the given area.  
(5-10 minutes)
2. At some appropriate spot, team members can crawl, lay, roll, run, walk. (5-10 minutes)
3. Team members, individually or helping each other, pick off burs from their clothing and place in bag.
4. Each team obtains soil for the container from their general area.
5. Summary activity:
  - a) How many burs were collected by the team?
  - b) How many different kinds were there?
  - c) How many of each kind can you identify?

	What Kind?	Number
1)	_____	_____
2)	_____	_____
3)	_____	_____
4)	_____	_____

### **Additional Activities:**

1. Each team may prepare a tagboard display by gluing on different species and describing them.
2. Planting burs.
  - a) Place gravel in bottom of container and add soil collected previously
  - b) Plant burs.
  - c) Water lightly occasionally.
  - d) When burs sprout, place in sunlight.
  - e) Record Germination time, and growth.
3. Review in class why some plants have burs and compare to other natural or human ways and needs.