



NFB FILM

STUDY GUIDE

ABOUT FLOWERS

Color 6 minutes 33 seconds

Produced by the National Film Board of Canada, 1965

Grade Levels: Primary and Junior

SYNOPSIS

Kathy and her brother come to a field to collect butterflies. They meet Mr. Heywood who is collecting pollen. He shows the children where pollen is found and what it is like. Kathy and her brother learn the part that pollen plays in the production of seeds.

They return in autumn to find that seed pods have replaced the flowers and that the seeds are scattered in many ways.

With the coming of spring we observe new plants sprouting from seed. We learn, with the children, the pattern for the renewal of life.

PROCEDURE

1. Place directed questions on the chalkboard. Focus attention on each question by having it read aloud by a member of the class.
2. Explain briefly that plants do not grow as quickly as shown in the film. (Avoid technical terms such as "time-lapse photography".)
3. Screen the film.
4. Immediately follow by discussing answers to the directed questions.
5. Screen the film again to reinforce points of discussion.

OTHER FOLLOW-UP ACTIVITIES

1. Examination of seeds and seed pods.
2. Microscopic study of pollen.
3. Observe butterflies, bees and other insects on flowers in the neighborhood or in classroom containers.
4. Individual investigation of a simple flower, such as a petunia, to discover its parts.
5. Experiment with seeds to discover conditions favorable for germination. (Use refrigerator to simulate winter period.)
6. Class or pupil charts emphasizing methods of dispersion. Use actual seeds where possible.

DIRECTED QUESTIONS

Primary Level :

1. Why did the children come to the field?
2. What did Mr. Heywood show them?
3. What happens to the pollen when the bees and butterflies come to the flowers?
4. Why weren't the children sad when the flowers died?
5. How did the seeds move from one place to another?
6. What will happen to the seeds in the spring?

Junior Level :

1. How did the children learn about pollen?
2. What does pollen look like (a) on the flower, (b) under the microscope?
3. Why were there many insects in the field?
4. What must happen to the pollen before it helps to produce seeds?
5. How does pollen reach the pistil of the flower? What happens then?
6. What change does autumn bring to the flowers?
7. Describe how seeds are scattered.
8. Why do seeds sprout in springtime?
9. Will there always be flowers in the field?

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Published by:
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