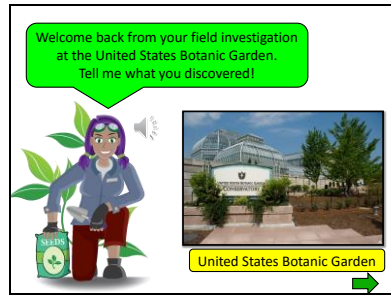




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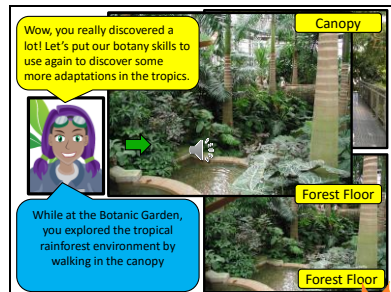
## Post-Lesson Facilitation Guide

Slide 1



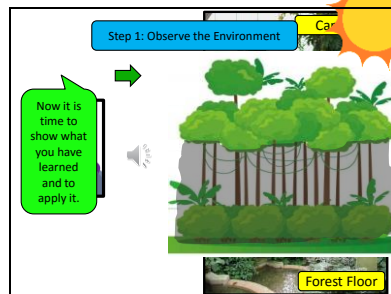
You can facilitate a quick review of the trip, allowing students to share their favorite parts.

Slide 2



As a class, students should discuss the similarities and differences they noticed between the two spaces in this environment.

Slide 3



This is the beginning of the assessment. Violet (the narrator) will guide students through the steps, but will not provide any suggested answers. Please reinforce that students should work on this independently.

Slide 4

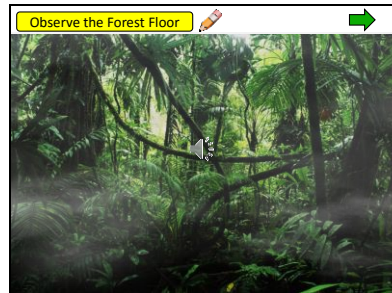


It can be difficult to see, but there is a white fog-like moisture that moves across this slide (similar to what they saw on slides in the pre-lesson).



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Slide 5

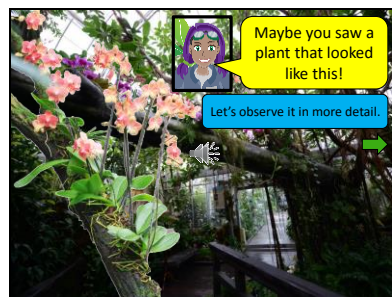


Click the green arrow when all students have completed all parts of Step 1.

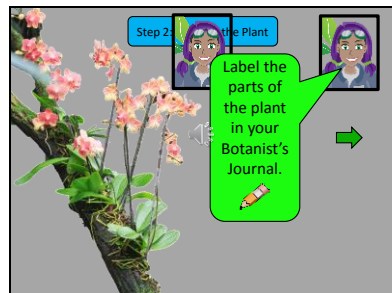
Slide 6



Slide 7



Slide 8



Note: the plant students should label in their Botanist's Journal is a different version of the plant on this slide. Click the green arrow when all students have completed labeling the plant parts in Step 2.

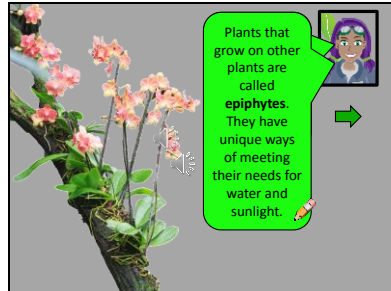
Slide 9



Let students think about the first question for 30 seconds. They should not record anything in their journals yet. If you want to facilitate a brief discussion of their ideas, that is fine, or move on to the "hint."

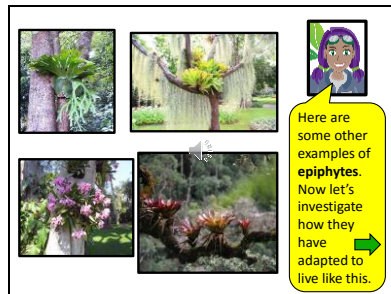


Slide 10

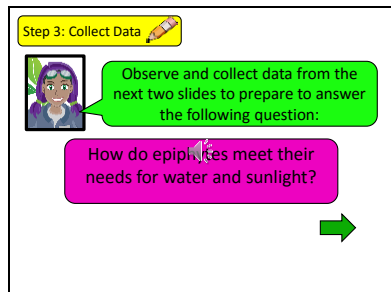


Students should now summarize what they know is unusual about this plant in Step 2 of their journals.

Slide 11

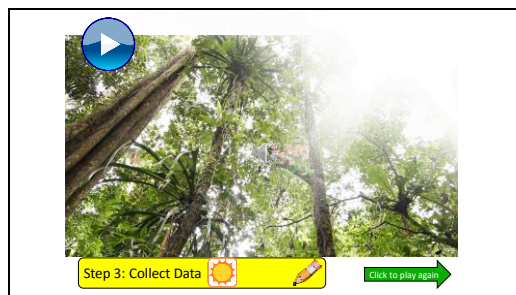


Slide 12



This is a rhetorical question—no need to discuss it at this time.

Slide 13



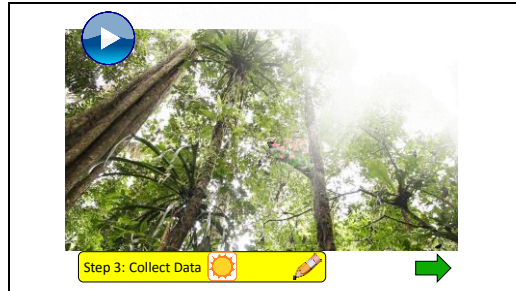
Students should notice that the epiphyte can access sunlight from this location.

Students should complete the chart in Step 3 for sunlight by shading directly onto the image. They should shade any part of the image that the sunlight in the video touched, and then answer the multiple choice question.



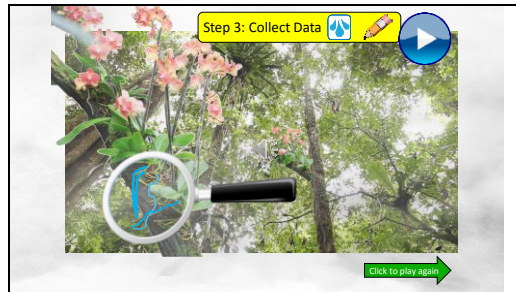
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Slide 14



Students should complete the chart in Step 3 for sunlight by shading directly onto the image. They should shade any part of the image that the sunlight in the video touched, and then answer the multiple choice question.

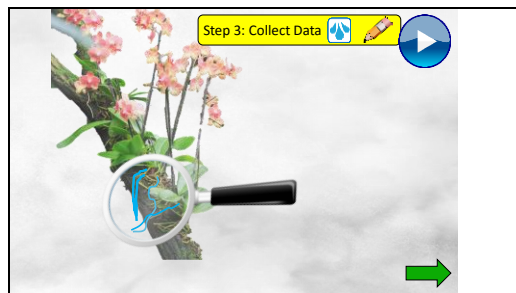
Slide 15



Students should notice the moisture in the air. They should also notice that the plant's roots are absorbing the moisture from the air. You may need to dim the lights in the classroom to ensure students can see the moisture (looks like white fog) in this slide.

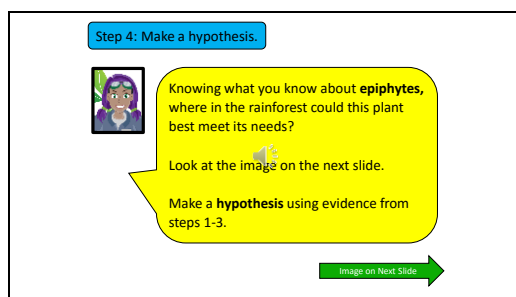
Students should complete Step 3 by circling the part that absorbs water and then answering the multiple choice question.

Slide 16



This slide is simply here in case you want to play the video again.

Slide 17

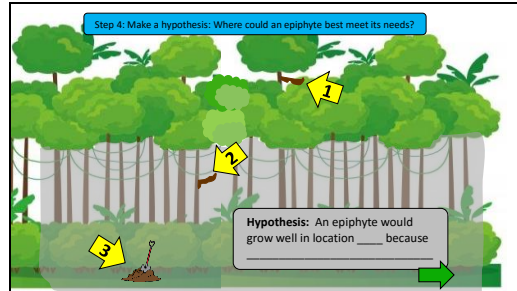


These are the directions for the final, most important part of the assessment.



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Slide 18



Students should complete this independently.

Slide 19



After collecting the students' assessments, facilitate a discussion about which location they selected and why. Only Location 3 would be incorrect, since epiphyte's roots absorb water from the air (not the soil) and the plant would likely not receive enough sunlight on the forest floor.