Flowering Plants in Our Changing Environment
The Education and the Environment Initiative Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency
California Natural Resources Agency
California State Board of Education
California Department of Education
Department of Resources Recycling and Recovery (CalRecycle)

Key Partners:

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## Assessments

- Understanding Plant Changes—Traditional Unit Assessment Master . . . . . . . . 2
- People, Plants, and Nature—Alternative Unit Assessment Master . . . . . . . . . . . . . . 5
Instructions: Read each sentence. Select the best answer and circle the correct letter. (2 points each)

1. Miners grew new orange trees by planting the Mother Orange Tree’s _________________.
   a. leaves
   b. bark
   c. seeds
   d. roots

2. The orange tree’s flowers turn into _________________.
   a. fruit
   b. apples
   c. seeds
   d. leaves

3. The fruit of cotton plants give people material to make _________________.
   a. houses
   b. desks
   c. apples
   d. clothes
4. To have wood for building and heat, people need lots of _________________.
   a. blackberries
   b. oak trees
   c. cotton plants
   d. weeds

5. Blackberries need ________________ from their ecosystem.
   a. water
   b. some sunlight
   c. space
   d. water, some sunlight, and space

6. Joshua tree seeds need ________________ to sprout.
   a. shade
   b. drought
   c. rain
   d. moths

7. An orange tree may be hurt or killed by a _________________.
   a. fan
   b. freeze
   c. bee
   d. sprinkler
8. During a ____________________________, a plant’s leaves may wilt.
   a. rain
   b. wind
   c. cloudy day
   d. drought

9. When people ride over dune grass, ____________________________.
   a. it is not hurt
   b. it cannot make seeds
   c. it will grow back quickly
   d. it helps the dunes

10. People can stress plants when they ____________________________.
    a. water their garden
    b. fertilize their garden
    c. spray weed killer
    d. plant a garden
Instructions: Use the Word Bank to answer questions about plant parts.

Word Bank

| seed | tree | fruit | bud | flower |

1. Look at each part of the orange tree. Pick a word from the Word Bank that names the part. Write the word under the plant part. (1 point each)

Instructions: On the lines below, name the plant parts in the order they grow.

2. Put the names of the plant parts in order to show how an orange tree grows, starting with the bud. (1 point each)
Instructions: Look at the picture below and complete the task.

Plants need certain things to survive. This oak tree gets all it needs from its environment.

3. List four things in this picture that help the oak tree to live and grow. (1 point each)

1. 
2. 
3. 
4. 

Name: _________________________________
Instructions: Write the answer to each question. (1 point each)

4. Why are the cotton bolls important to cotton plants?

5. What part of this plant do people use?

6. How are cotton plants used by people?
Instructions: Write the answer to each question. (1 point each)

7. Why are the apples important to apple trees?

8. What part of this plant do people use?

9. How are apple trees used by people?
Instructions: Look at the photograph above. Circle the correct answer. (1 point each)

10. What is stressing the plants?
   a. the environment
   b. human activities

Instructions: Write the answer to each question. (1 point each)

11. What is happening to the plants?

   __________________________________________
   __________________________________________
   __________________________________________

12. What will happen to the soil?

   __________________________________________
Instructions: Look at the photograph above. Circle the correct answer. (1 point each)

13. What is stressing the plants?
   a. the environment
   b. human activities

Instructions: Write the answer to each question. (1 point each)

14. What is happening to the plants?

15. What is happening to the dune?