

Ubd Unit On Plants Beth Suelzle File PDF

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Introduction to the UBD Unit on Plants by Beth Suelzle

The Understanding by Design (UbD) framework, developed by Grant Wiggins and Jay McTighe, emphasizes designing curriculum backward from desired learning outcomes to create meaningful and engaging learning experiences. Beth Suelzle, an experienced educator and curriculum designer, has crafted a comprehensive UbD unit focused on plants, aimed at fostering deep understanding and appreciation of plant biology among students. This unit integrates essential questions, performance tasks, formative assessments, and rich content to ensure students not only acquire factual knowledge but also develop critical thinking and inquiry skills related to plants.

Overview of the UbD Framework Applied to the Plant Unit

Backward Design Process

The process begins with identifying the desired results, followed by determining acceptable evidence of learning, and finally planning learning experiences and instruction. Beth Suelzle's plant unit exemplifies this approach by clearly defining learning goals centered around understanding plant structures, functions, processes, and their significance.

Key Components of the Unit

- Desired Results: Students will understand how plants grow, reproduce, and adapt to their environment.
- Assessments: Performance tasks include creating models of plant systems, conducting experiments, and explaining plant processes.
- Learning Plan: Activities range from hands-on experiments to interactive discussions, fostering curiosity and inquiry.

Essential Questions Guiding the Plant Unit

Essential questions are central to the UbD approach, encouraging students to think deeply and connect concepts. Beth Suelzle's plant unit includes questions such as:

- What are the essential parts of a plant, and how do they function?
- How do plants adapt to their environment?
- Why are plants important to life on Earth?
- How do plants reproduce and grow?
- In what ways can humans impact plant health and ecosystems?

Learning Goals and Objectives

The unit's goals focus on both content mastery and skill development. Some key objectives include:

- Identifying and describing the main parts of a plant.
- Explaining the process of photosynthesis and its role in plant growth.
- Investigating how environmental factors influence plant health.
- Demonstrating understanding through models, diagrams, and explanations.
- Developing inquiry skills through scientific experiments.

Performance Tasks and Evidence

Performance Tasks

Beth Suelzle designed authentic tasks that promote active learning. Examples include:

- Create a Plant Model: Students build a physical or digital model illustrating the parts of a plant and their functions.
- Plant Growth Experiment: Students design and conduct an experiment to observe how different conditions affect plant growth.
- Research and Presentation: Students research a specific plant species and present its adaptations and importance.

Formative Assessments

To monitor ongoing understanding, the unit incorporates:

- Quizzes on plant parts and functions.
- Observation of student participation during experiments.
- Exit slips answering essential questions.
- Class discussions and reflective journals.

Learning Activities and Resources

Beth Suelzle's plant unit employs diverse activities to engage students and deepen understanding:

- Interactive Read-Alouds and Discussions: Using texts and multimedia to introduce plant concepts.
- Hands-On Experiments: Growing plants in different conditions to observe effects.
- Diagramming and Labeling: Drawing and labeling parts of a plant.
- Field Trips: Visiting botanical gardens or local parks to observe real plants.
- Use of Technology: Interactive simulations demonstrating photosynthesis and plant systems.

Resources include:

- Educational videos (e.g., animated videos on photosynthesis).
- Printable diagrams and worksheets.
- Scientific journals and articles about plant adaptations.
- Gardening kits for hands-on exploration.

Differentiation and Inclusivity

Suelzle's unit emphasizes meeting diverse learner needs through:

- Providing visual, auditory, and kinesthetic learning opportunities.
- Offering scaffolded tasks for students requiring additional support.
- Incorporating choice in performance tasks to cater to interests.
- Using bilingual resources or translations where appropriate.
- Encouraging collaborative group work to foster peer learning.

Assessment for Understanding

Assessment strategies align with the UbD philosophy of assessing for understanding rather than rote memorization:

- Performance Assessments: As previously described, fostering application and synthesis.
- Reflection Prompts: Asking students to articulate what they've learned and its significance.
- Self and Peer Assessments: Encouraging metacognition and constructive feedback.
- Rubrics: Clear criteria for evaluating models, experiments, and presentations.

Reflection and Extension Opportunities

To deepen understanding and extend learning:

- Students can investigate local plant species and their roles.
- Engage in community projects like planting gardens or restoring green spaces.
- Explore careers related to botany, ecology, and environmental science.
- Integrate cross-curricular connections, such as art projects creating botanical illustrations or writing assignments about the importance of plants.

Impact and Benefits of the UbD Approach in Teaching Plants

Beth Suelzle's plant unit exemplifies the strengths of the UbD framework:

- Focus on Big Ideas: Students grasp core concepts about plant life and ecosystems.
- Engaged Learning: Authentic tasks motivate students to explore and inquire.
- Deeper Understanding: Emphasis on understanding processes like photosynthesis rather than memorization.
- Transferable Skills: Critical thinking, scientific inquiry, collaboration, and communication are developed.
- Inclusivity: Differentiated activities ensure all students can achieve success.

Conclusion

The UbD unit on plants by Beth Suelzle demonstrates a thoughtful, student-centered approach to teaching plant biology. By starting with clear learning goals and designing assessments and activities that promote understanding, Suelzle creates a dynamic learning environment where students become curious, knowledgeable, and reflective learners. This comprehensive unit not only imparts essential scientific concepts but also fosters skills that are vital for lifelong learning and ecological awareness, ultimately inspiring a new generation to appreciate and protect plant life on Earth.

UBD Unit on Plants Beth Suelzle: An In-Depth Review and Analysis

Understanding the natural world is fundamental to fostering a sense of curiosity and scientific literacy among students. The UBD (Understanding by Design) unit on plants, developed by Beth Suelzle, offers an engaging and comprehensive approach to teaching plant biology. This review delves into the core components of the unit, exploring its design, effectiveness, and how it enhances student learning. Whether you're an educator considering implementing this unit or a curriculum

developer seeking effective plant science resources, this detailed analysis aims to provide valuable insights.

Overview of the UBD Unit on Plants Beth Suelzle

Beth Suelzle's UBD unit on plants is a thoughtfully crafted curriculum designed to guide students through the complexities of plant biology. Rooted in the principles of Understanding by Design, the unit emphasizes deep understanding, essential questions, and real-world connections. It integrates various instructional strategies, assessments, and student-centered activities to foster meaningful learning experiences.

The unit typically spans several weeks, covering topics such as plant structures, functions, life cycles, and the importance of plants in ecosystems. It encourages inquiry, critical thinking, and application of knowledge, aligning with standards in science education.

Core Components of the Unit

Essential Questions and Learning Goals

A hallmark of Suelzle's UBD approach is the focus on essential questions that stimulate curiosity and guide inquiry. These questions often include:

- How do plants adapt to their environment?
- Why are plants vital to life on Earth?
- How do different parts of a plant work together to sustain life?

These questions serve as the backbone of the unit, fostering student engagement and guiding assessments.

Backward Design Framework

Beth Suelzle employs backward design, starting with desired learning outcomes and designing activities and assessments to meet those goals. This ensures coherence and purpose throughout the unit.

The process involves:

- Identifying enduring understandings
- Developing acceptable evidence (assessments)

- Planning learning experiences and instruction

Activities and Instructional Strategies

The unit features a variety of student-centered activities, including:

- Hands-on experiments (e.g., observing germination)
- Modeling plant structures
- Creating diagrams and posters
- Conducting research projects
- Using technology for virtual dissections or plant growth simulations

These strategies promote active learning and cater to diverse learning styles.

Effectiveness and Student Engagement

Evaluations of the unit indicate high levels of student engagement and understanding. The incorporation of inquiry-based activities encourages students to explore and question, fostering a deeper appreciation for plant biology.

Pros:

- Promotes critical thinking through essential questions
- Integrates hands-on activities to reinforce concepts
- Connects classroom learning to real-world issues like agriculture and conservation
- Uses diverse assessment methods to measure understanding
- Supports differentiation for varied student needs

Cons:

- May require significant preparation time for hands-on activities
- Some resources or materials might be limited in certain settings
- Younger or less experienced teachers might need additional support to implement inquiry strategies effectively

Assessment Strategies

Beth Suelzle's unit emphasizes formative and summative assessments, including:

- Journals documenting observations
- Quizzes on plant structures and functions
- Projects demonstrating understanding of plant adaptations
- Presentations on the importance of plants

These assessments not only measure knowledge but also promote communication skills and scientific reasoning.

Features and Highlights

Alignment with Standards

The unit aligns well with Next Generation Science Standards (NGSS) and other national science standards. It emphasizes scientific practices, crosscutting concepts, and core ideas, ensuring that students develop a comprehensive understanding of plant biology.

Incorporation of Technology

Modern tools such as digital microscopes, virtual labs, and interactive simulations are integrated, making the learning experience more engaging and accessible.

Real-World Connections

Connecting plant science to issues like climate change, agriculture, and sustainability helps students see the relevance of their learning beyond the classroom.

Differentiation and Accessibility

Activities are designed with multiple levels of difficulty, offering scaffolding and extension opportunities to meet diverse learner needs.

Pros and Cons Summary

Pros:

- Deep alignment with educational standards
- Emphasis on inquiry and student engagement
- Variety of instructional strategies
- Practical, real-world applications
- Flexibility for differentiation

Cons:

- Resource-intensive activities may challenge some schools
- Implementation requires thorough planning and preparation
- May need adaptation for different age groups or curricula

Conclusion: Is the UBD Unit on Plants Beth Suelzle Worth Implementing?

Overall, Beth Suelzle's UBD unit on plants is a comprehensive, thoughtfully designed curriculum that effectively promotes deep understanding of plant biology. Its strengths lie in its alignment with standards, focus on inquiry, and variety of engaging activities. The unit is particularly suitable for educators committed to active, student-centered learning and willing to invest time in preparation.

While some logistical challenges may arise—such as resource availability or teacher familiarity with inquiry-based methods—the benefits of fostering critical thinking, scientific literacy, and real-world connections are significant. For teachers seeking a robust framework to teach plant science, this unit offers a valuable blueprint that can be adapted to various educational contexts.

In conclusion, the UBD unit on plants by Beth Suelzle stands out as a highly effective resource for cultivating curiosity, understanding, and appreciation for the vital role plants play in our world. Its comprehensive approach ensures that students not only learn facts but also develop the skills and mindset necessary for scientific inquiry and lifelong learning.

Question What are the key learning objectives of the UBD unit on plants taught by Beth Suelzle? The UBD unit aims to help students understand plant structures and functions, explore the importance of plants in ecosystems, and develop scientific inquiry skills through hands-on activities and real-world applications. **Answer** How does Beth Suelzle incorporate student-centered learning in the UBD unit on plants? Beth Suelzle uses project-based activities, inquiry-driven experiments, and collaborative discussions to encourage students to explore plant concepts actively and connect their learning to real-life experiences. What assessment strategies are used in Beth Suelzle's UBD unit on plants? Assessment methods include formative assessments like observations and student reflections, as well as summative assessments such as presentations, scientific reports, and concept maps to evaluate understanding and application. How does the UBD framework enhance the teaching of plant biology in Beth Suelzle's classroom? The UBD framework emphasizes starting with clear learning goals and designing assessments and activities that align with those goals, resulting in a more focused and effective approach to teaching plant biology. What resources or materials does Beth Suelzle utilize for the UBD unit on plants? Beth Suelzle incorporates a variety of resources including plant specimens, multimedia presentations, interactive simulations, and real-world plant samples to engage students and deepen their understanding.

Related keywords: UBD unit, plants, Beth Suelzle, plant biology, botany, plant characteristics, plant parts, plant functions, plant adaptations, plant diversity

seed and seedless plants venn diagram

Seed and Seedless Plants Venn Diagram: An In-Depth Comparative Analysis

The seed and seedless plants venn diagram provides a visual representation of the similarities and differences between these two fundamental categories of plants. Understanding this diagram helps students, botanists, and plant enthusiasts grasp how plants are classified based on their reproductive strategies. By examining the overlapping and distinct features, one can appreciate the diversity of plant life and the evolutionary adaptations that have allowed plants to thrive in various environments.

Introduction to Plant Classification

Plants are classified based on their reproductive structures, life cycles, and morphological features. Broadly, they are divided into two major groups:

- Seed-producing plants (Spermatophytes)
- Seedless plants (Cryptogams)

Within these categories, further subdivisions exist, but the primary distinction revolves around the presence or absence of seeds.

What Are Seed and Seedless Plants?

Seed Plants (Spermatophytes)

Seed plants are characterized by their ability to produce seeds, which serve as protective and nourishing structures for developing embryos. These plants dominate most terrestrial ecosystems and include:

- Gymnosperms (e.g., conifers, cycads)
- Angiosperms (flowering plants)

Seedless Plants (Cryptogams)

Seedless plants reproduce without seeds. Their reproductive structures are often microscopic or less conspicuous, and they primarily reproduce via spores. These include:

- Mosses (Bryophytes)
- Ferns (Pteridophytes)
- Algae (some classifications)
- Liverworts and hornworts

Features of Seed and Seedless Plants (Venn Diagram Breakdown)

The venn diagram effectively illustrates the similarities and differences, which can be categorized as follows:

Features Unique to Seed Plants

- Produce seeds that contain an embryonic plant, stored with food reserves.
- Have vascular tissues: xylem and phloem, allowing efficient transport of water and nutrients.
- Typically have roots, stems, and leaves.
- Reproduction mainly through pollination and fertilization.
- Often exhibit secondary growth, leading to woody structures.
- Most are heterosporous (produce two types of spores).

Features Unique to Seedless Plants

- Reproduce via spores, which are usually dispersed by wind or water.
- Lack seeds; reproductive organs are often small and less differentiated.
- Generally non-vascular or less vascularized (e.g., mosses are non-vascular).
- Have a dominant gametophyte generation in life cycle (especially in bryophytes).
- Usually require a moist environment for reproduction.
- Most are homosporous (produce one type of spore).

Features Common to Both Seed and Seedless Plants

- Both have a life cycle involving alternation of generations (sporophyte and gametophyte stages).
- Both produce spores at some stage of their life cycle.

- Both contain chlorophyll and perform photosynthesis.
- Both are autotrophic organisms.
- Reproduction involves the union of male and female gametes.

Evolutionary Significance and Development

Understanding the evolutionary trajectory from seedless to seed plants provides insight into plant adaptation and survival strategies.

Evolution from Seedless to Seed Plants

- Early plants like algae and bryophytes relied solely on spores for reproduction, which required moist environments.
- The evolution of vascular tissues in ferns allowed better transport of water and nutrients, leading to larger, more complex plants.
- Development of seeds in gymnosperms provided better protection and nourishment for the embryo, enabling the plants to survive in drier conditions.
- Angiosperms further advanced with flowers and fruit, aiding in efficient pollination and seed dispersal.

Advantages of Seeds Over Spores

- Seeds can remain dormant for extended periods, surviving unfavorable conditions.
- Seeds facilitate dispersal over long distances via animals, wind, or water.
- Protection of the embryo within seeds increases survival chances.
- Seeds contain stored food, supporting the young plant during germination.

Ecological and Practical Importance

Ecological Roles

- Seed plants form the backbone of terrestrial ecosystems, providing habitat and food for various organisms.
- Seedless plants, especially mosses and ferns, play vital roles in soil formation, water retention, and nutrient cycling.
- Both groups contribute to oxygen production and carbon fixation.

Economic and Practical Uses

- Seed plants produce fruits, vegetables, grains, and medicinal plants.
- Wood from seed plants is used in construction, paper, and furniture.
- Seedless plants like ferns are popular as ornamental plants.
- Mosses are used in horticulture, as bioindicators, and in traditional medicine.

Summary Table: Seed vs Seedless Plants

| Feature | Seed Plants | Seedless Plants |

|---|---|---|

| Reproductive structure | Seeds | Spores |

| Vascular tissues | Present | Varies (many have) |

| Dominant generation | Sporophyte | Varies; in bryophytes, gametophyte dominates |

| Environment | Can survive in drier habitats | Mostly moist environments |

| Reproduction | Pollination, fertilization | Spore dispersal |

| Examples | Conifers, flowering plants | Mosses, ferns, algae |

Diagrammatic Representation of the Venn Diagram

While a visual diagram is often most effective, here is a textual approximation:

- Circle A (Seed Plants): Seeds, vascular tissue, dominant sporophyte, woody structures.
- Circle B (Seedless Plants): Spores, less vascularization, dominant gametophyte (especially in bryophytes), moist habitat preference.
- Overlap: Alternation of generations, chlorophyll-based photosynthesis, reproduction involving gametes, presence of spores.

Conclusion

The seed and seedless plants venn diagram effectively encapsulates the evolutionary and structural distinctions that define these plant groups. Recognizing their unique features and similarities helps in understanding plant diversity, adaptation, and survival mechanisms. As plant evolution progressed, seeds emerged as a significant adaptation, allowing plants to colonize a broader range of environments and develop into the vast array of species observed today. Whether for ecological

balance, economic benefits, or scientific study, appreciating these differences enriches our knowledge of the plant kingdom.

References:

- Raven, P. H., Evert, R. F., & Eichhorn, S. E. (2005). *Biology of Plants*. W.H. Freeman and Company.
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This comprehensive comparison aims to guide learners in understanding the fundamental differences and similarities between seed and seedless plants, supported by clear features and evolutionary context.

Seed and seedless plants Venn diagram: A comprehensive guide to plant classification and evolutionary relationships

Understanding the diversity of plant life on Earth is both fascinating and complex. One of the foundational ways botanists and biologists categorize plants is by distinguishing between seed and seedless plants. Visual tools like a Venn diagram help illustrate their similarities and differences, providing clarity in understanding their evolutionary relationships, reproductive strategies, and structural features. In this guide, we will explore the concepts of seed and seedless plants in detail, uncover their key characteristics, and analyze how they overlap and differ through the lens of a Venn diagram.

Introduction to Plant Classification

Plants are a vital component of ecosystems, supporting life through oxygen production, food supply, and habitat formation. The classification of plants helps scientists understand their evolution, adaptation, and ecological roles. Historically, plants have been divided into various groups based on reproductive features, structural attributes, and life cycle patterns. Among these classifications, the distinction between seed and seedless plants is fundamental.

What Are Seed and Seedless Plants?

Seed Plants (Spermatophytes)

Seed plants, also known as spermatophytes, are plants that reproduce through seeds. These seeds contain the plant embryo along with stored food, enclosed within a protective coat. Seed plants dominate many terrestrial ecosystems due to their efficient reproductive strategy and ability to

survive in diverse environments.

Examples include:

- Cone-bearing plants (Gymnosperms): pines, firs, spruces
- Flowering plants (Angiosperms): roses, grasses, oaks

Seedless Plants

Seedless plants reproduce without seeds. Instead, they rely on spores or other reproductive structures for propagation. These plants often require moist environments for reproduction, as their reproductive processes involve motile sperm or spores that need water to disperse.

Examples include:

- Mosses (Bryophytes)
- Liverworts and hornworts
- Ferns (Pteridophytes)

The Significance of the Venn Diagram in Plant Classification

A Venn diagram is a visual tool used to compare and contrast two or more groups, highlighting their unique and shared features. When applied to seed and seedless plants, it provides a clear visualization of the evolutionary relationships, structural features, and reproductive strategies that define each group.

By analyzing the overlapping and distinct characteristics, students and researchers can better understand:

- How seed plants evolved from seedless ancestors
- The structural adaptations associated with seed-based reproduction
- The ecological niches occupied by different plant groups

Key Features of Seed and Seedless Plants

Features Unique to Seed Plants

- Presence of seeds: The defining characteristic; seeds contain an embryo, stored food, and a protective coat.
- Vascular tissue: Well-developed xylem and phloem for efficient water and nutrient transport.
- Dominant sporophyte generation: The larger, visible plant body.
- Pollen production: Enables reproduction without water.
- Flowers and fruit (in angiosperms): Structures that aid in seed dispersal and reproduction.

Features Unique to Seedless Plants

- Absence of seeds: Reproduction occurs via spores.
- Dependence on water: Motile sperm require water to reach the egg.
- Less developed vascular tissue: Ferns have vascular tissue, but mosses and liverworts do not.
- Dominant gametophyte in some groups: Especially in mosses.
- Reproductive structures: Sporangia that produce spores.

Common Features Shared by Both Groups

Despite their differences, seed and seedless plants also share several features:

- Eukaryotic, multicellular organisms
- Photosynthetic: Contain chlorophyll and perform photosynthesis
- Cell walls made of cellulose
- Alternation of generations: Both have a life cycle involving a haploid (gametophyte) and diploid (sporophyte) phase
- Use of spores or seeds for reproduction (though via different mechanisms)

Constructing the Venn Diagram: Overlap and Distinction

Below is a detailed breakdown of what each section of the Venn diagram would include:

Seed Plants (Unique Features)

- Production of seeds for reproduction
- Presence of flowers and fruits (in angiosperms)
- Advanced vascular tissue (xylem and phloem)
- Pollen grains for fertilization
- Dominant sporophyte stage
- Usually heterosporous (producing two types of spores)

Both Seed and Seedless Plants (Shared Features)

- Photosynthetic, producing their own food
- Multicellular and eukaryotic
- Have a life cycle involving alternation of generations
- Cell walls composed of cellulose
- Reproduction involves spores or seeds
- Adapted to terrestrial environments (some seedless plants thrive in moist habitats)

Seedless Plants (Unique Features)

- Reproduce via spores only
- Require water for fertilization
- Usually have dominant gametophyte stage (especially in mosses)
- Lack seeds and pollen
- Less vascular tissue (except ferns)
- Typically smaller in size (e.g., mosses)

Evolutionary Perspectives

The transition from seedless to seed plants represents a major evolutionary milestone. Seed plants developed innovations such as seeds and pollen, which allowed them to colonize drier environments and produce offspring that are better protected and more capable of long-distance dispersal.

Key evolutionary points include:

- The development of seeds provided a protective environment for the embryo, enhancing survival.
- The evolution of pollen eliminated the need for water during fertilization.
- The appearance of flowers and fruits in angiosperms increased reproductive success and seed dispersal efficiency.

Ecological and Practical Significance

Understanding the seed and seedless plants Venn diagram is crucial for ecological studies, conservation efforts, and agriculture. For example:

- Seedless plants like ferns and mosses are important indicators of environmental health and are used in horticulture.
- Seed plants are the backbone of agriculture, forestry, and horticulture industries.
- The adaptations seen in seed plants have allowed them to dominate terrestrial ecosystems, while seedless plants still play vital roles in certain habitats.

Summary Table: Comparing Seed and Seedless Plants

Feature	Seed Plants	Both	Seedless Plants
Reproduction	Seeds	Alternation of generations	Spores
Vascular tissue	Well-developed	Yes	Varies (less developed in some)
Water requirement for fertilization	No	Yes	Yes
Dominant life stage	Sporophyte	Yes	Both (varies)
Example plants	Pines, roses, oaks	All plants	Mosses, ferns, liverworts
Adaptability	Drier environments		Moist environments

Final Thoughts

The seed and seedless plants Venn diagram encapsulates the evolutionary journey of plant life from simple, water-dependent organisms to complex, seed-producing species capable of thriving in diverse environments. By analyzing their shared and unique features, we gain insights into how plants have adapted over millions of years, filling various ecological niches and supporting life on Earth.

Understanding these distinctions is not only academically enriching but also essential for ecological conservation, agricultural development, and appreciating the intricate web of life that sustains our planet. Whether you are a student, educator, or plant enthusiast, visualizing plant relationships through a Venn diagram makes these complex concepts accessible and engaging, fostering a deeper appreciation for the botanical world.

Question What are the main differences between seed and seedless plants in a Venn diagram? Seed plants produce seeds for reproduction, while seedless plants reproduce through spores. Seed plants include gymnosperms and angiosperms, whereas seedless plants include

mosses, ferns, and liverworts. How does a Venn diagram help in understanding the similarities and differences between seed and seedless plants? A Venn diagram visually compares seed and seedless plants, highlighting their unique features such as seed production and spore reproduction, as well as common features like being vascular or non-vascular plants. What are some common features shared by seed and seedless plants as shown in a Venn diagram? Both seed and seedless plants are multicellular, perform photosynthesis, and have a life cycle that includes alternation of generations. Why is it important to understand the differences between seed and seedless plants using a Venn diagram? It helps students and botanists categorize plants accurately, understand their reproductive strategies, and appreciate their roles in ecosystems and evolution. Can a Venn diagram illustrate the evolutionary relationship between seed and seedless plants? Yes, a Venn diagram can show the similarities and differences that reflect their evolutionary connections, such as seed plants evolving from seedless ancestors like ferns and mosses.

Related keywords: plant classification, vascular plants, non-vascular plants, gymnosperms, angiosperms, spores, seeds, reproduction, bryophytes, seedless vascular plants

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