

The STEAM Journal

Volume 2
Issue 2 *Pitfire*

Article 33

November 2016

Visualizing a Plant Cell

Rudaba R. Hasan
Siddiqui's International School

Follow this and additional works at: <http://scholarship.claremont.edu/steam>

 Part of the [Arts and Humanities Commons](#), [Biology Commons](#), [Cell Anatomy Commons](#), and the [Microbiology Commons](#)

Recommended Citation

Hasan, Rudaba R. (2016) "Visualizing a Plant Cell," *The STEAM Journal*: Vol. 2: Iss. 2, Article 33. DOI: 10.5642/steam.20160202.33
Available at: <http://scholarship.claremont.edu/steam/vol2/iss2/33>

© November 2016 by the author(s). This open access article is distributed under a Creative Commons Attribution-NonCommercial-NoDerivatives License.

STEAM is a bi-annual journal published by the Claremont Colleges Library | ISSN 2327-2074 | <http://scholarship.claremont.edu/steam>

Visualizing a Plant Cell

Abstract

Why visualizing science is important, especially as a school student.

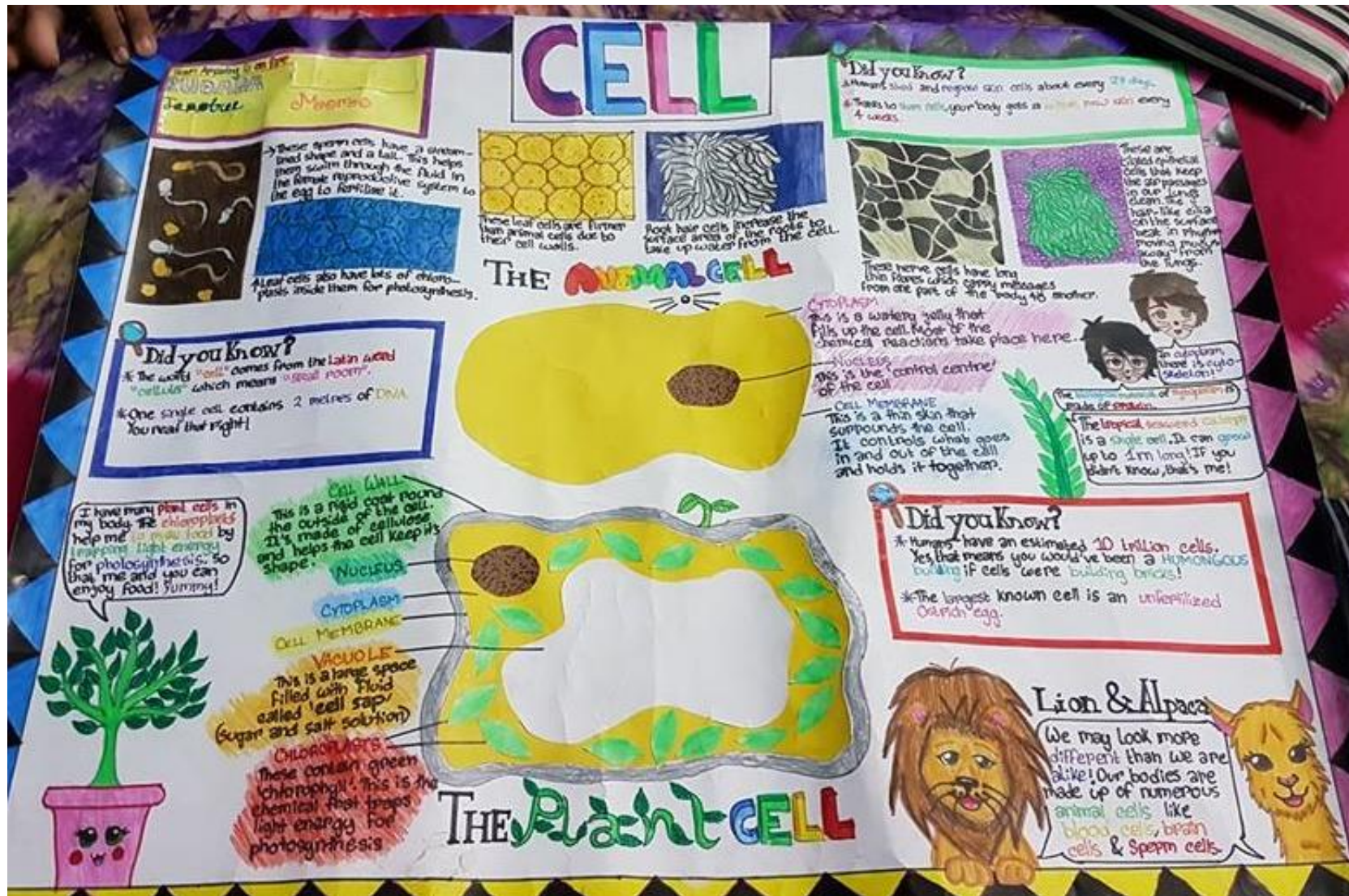
Author/Artist Bio

My name is Rudaba Rufaida Hasan. I am twelve years old and I am in sixth grade of Siddiqui's International School. I live in Dhaka, Bangladesh. I like art and science. They are my favorite subjects and I made a project on cells combining the two to help myself and other students to understand how beautifully the human body works.

Creative Commons License



This work is licensed under a [Creative Commons Attribution-Noncommercial-No Derivative Works 4.0 License](https://creativecommons.org/licenses/by-nc-nd/4.0/).



Visualizing a Plant Cell

Rudaba Rufaida Hasan

Visualizing a Plant Cell

Rudaba Rufaida Hasan

We were given an assignment to draw a diagram of both animal and plant cells, label them and present it to the class, yet I wanted to do more than that. So I did some research about cells and I was just amazed at how elaborately and scientifically cells were made to function the human body. And I wanted to share this information with others, but in a more creative and fun way so that they can just look at something and understand rather than read through long paragraphs of facts.

I told my group about my ideas and they all agreed that it would be more a more efficient and an entertaining way to learn about the cell. We had more fun drawing the nucleus and cytoplasm rather than writing about it. We had a clear image of it by drawing it, and so we could understand the plant cell at a deeper level. That is why scientists use diagrams rather than words alone to explain different phenomena of nature.

We also used different colors to highlight the important parts of the cell and to make it more abstract and colorful. Just a dash of pink here, a pool of blue there, a sea of green around it just made it more appealing and interesting to students and other people. I also added some fun and friendly characters to help people understand better. For example- I included a little cute houseplant talking about how its cells trap light energy for photosynthesis to make food. So the next time they see a plant cell, they'll remember the cute houseplant and it will be more exciting for them to learn about how the photosynthesis process happens. Another example is that I drew a lion and alpaca together explaining how all animal cells are the same. Even though one is a

herbivore and another is a carnivore, people can understand that they have the same cells and that they are almost one and the same.

I personally loved making this project with my friends. We learned many things about the cell in a way that was exciting for me and everyone else. We learned about teamwork and cooperation and we bonded with each other. And we learned to appreciate the effort we put together in something and we learned to present our work to other young minds.

And maybe in the future, we could have holographic technology in schools which project diagrams of these things like they show in Iron Man 2. That would be a fun way to learn about science for young minds like me.