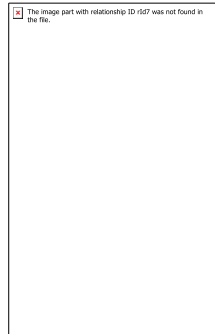
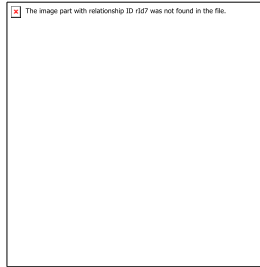


Seedfolks



ISBN-10 0-06-027471-9

ISBN-13 978-0-06-027471-9

Author Fleischman, Paul

Publisher HarperTrophy

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Genre Children's literature

Synopsis The book tells thirteen stories from diverse perspectives— young and old, immigrant and native, haunted and hopeful. A fractured neighborhood unites with just a few seeds, turning a drab empty lot in Cleveland into beautiful green garden.

Themes Immigration, Community

Protagonist Asian American, female

Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

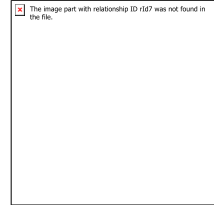
More Information www.scu.edu/character



Character Based Literacy Program

Independent Study Lesson Plan

Seedfolks, Introduction



Unit Roadmap

- Unit's big idea or theme = **Integrity Requires Wholeness**
- **Definition: Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.**
- **Major written product:**
The final writing product for *Seedfolks* is a five paragraph Informative/Explanatory Text

Throughout the novel, you will maintain a KWL Chart. The information in the Learning column of this chart can be the basis for your essay.

KWL Chart—a garden.

Create a KWL Chart. TOPIC—Garden and planting.

Add to your chart daily.

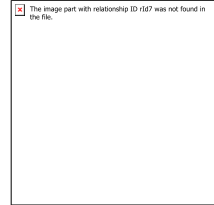
Inform and explain what crops are being planted.
Inform and explain what diseases can affect plants;
Explain and inform about different types of gardens;
Explain and inform about different adaptations in gardens;
Explain and inform how the seasons affect gardens and plants;
Explain and inform the concept of community and how it affected this neighborhood.

Write a 5-paragraph informative/explanatory essay. Using one of the topics you have explored, write a text that conveys an idea or information on a topic. **Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.**

Character Based Literacy Program

Independent Study Lesson Plan

Seedfolks, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

How does your family connect with their ancestors?

What is needed to plant a garden?

What is a working-class neighborhood?

What can adults learn from children?

What do children know that adults seem to have forgotten?

How do you assimilate into another culture?

What is the Public Health Department?

Word Wall Here are vocabulary words to add to the Word Wall.

altar pg. 1	latched pg. 1	wakened pg. 2	gnawing pg. 3	thrive pg. 4
vacant pg. 5	suspiciously pg. 7	curiosity pg. 8	hobbled pg. 9	binoculars pg. 10
dragged pg. 12	wilted pg. 12	janitors pg. 13	pitcher pg. 13	spades pg. 14
landlady pg. 18	pawnshop pg. 20	gestures pg. 20	troughs pg. 22	packets pg. 22
obituaries pg. 24	outlived pg. 24	recite pg. 24	maggots pg. 28	receptionist pg. 28

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read pg. 1-28

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

KWL Chart—a garden.

Create a KWL Chart. TOPIC—Garden and planting. Add to your chart daily.

Sketch

Start a sketch of the vacant lot. Add changes to the lot as they occur in the reading.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Thoughtshot

What other thoughts do you think were going through Kim's mind when she was walking to the empty lot and planting her seeds?

Open Mind Portrait

Create an OMP for Kim. What is she thinking and feeling when she wakes up? Hears her mother and sisters? Leaves to plant the seeds? Add 3-5 thoughts to your OMP.

Simulated Journal

What would Ana write in her journal that day after digging up the beans?

Change Chart

Create a chart that depicts the historical and cultural changes the neighborhood has gone through.

Timeline

Create a timeline that depicts the immigration waves in Cleveland. Choose one wave and write a paragraph that explains what that group brought to the area.

Open Mind Portrait

Create an OMP for Wendell. What is he thinking and feeling as he goes to Ana's apartment? As he goes to the lot and cares for Kim's beans? As he decides to clean a plot of land for himself? Add 3-5 thoughts to your OMP.

Open Mind Portrait

Create an OMP for Gonzalo. What is he thinking and feeling as he assimilates into American Culture? As his father and grandfather do not? As he sees his grandfather planting in the lot? Add 3-5 thoughts.

Map

Find and label all the places that people in the neighborhood are from. Add Cleveland.

Discussion

Key Questions pg. 1-3

1. Where is Kim's family from?
2. What does the family do to honor Kim's father's death?
3. Why does Kim want to start a garden?
4. Why was Kim secretive of the location of the garden?
5. When Kim saw the rat she vowed to be brave. How can that bravery help her in other areas?

Key Questions pg. 5-10

1. When was Ana born?
2. What groups of people has she witnessed moving through the neighborhood?
3. Why is she suspicious of Kim?
4. Why does you think Ana is so curious about Kim?
5. How does she feel once she digs up the beans? She describes it as reading and ripping out a page of someone's diary, how does this language depict a violation?
6. What figure of speech does the author use to convey this emotion?
7. Ana watches from her window, what does this convey about her personality? Explain.

Key Questions pg. 11-16

1. How do Ana and Wendell know one another? What is Wendell thinking when he runs upstairs?
2. What does a nighttime call mean to Wendell? What does it mean to you? Explain.
3. What is Ana worried about? Why can't she go outside?
4. Why do you think Ana is still interested in the beans and in Kim?
5. After going down to the lot what does Wendell decide to do?
6. What do you think Kim is thinking when she sees Wendell?
7. What does she learn from him? Do they speak? How is this lesson learned?

Key Questions pg. 17-22

1. Where is Gonzalo's family from?

2. How does he learn English? Why doesn't his family try to "fit in"?
3. What does he have to do for his family? How do you think this affects his father?
4. Why is his great-uncle like a 'kindergartener'?
5. What makes him feel better?
6. The author refers to his relationship with the seeds as seeing an old friend. What imagery does that convey?

Key Questions pg. 23-28

1. What did the doctor's tell Leona's mother?
2. How did Leona's mother treat herself? What did she do with the doctors? What literary device is being used?
3. Why did Leona decide to get the lot cleared? What did she want for others?
4. What did Leona do to get results? Why was she effective?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph Pg. 3:

"I opened my thermos and watered them all. And I vowed to myself that those beans would thrive."

Writing Prompt

Why does Kim want her beans to thrive so badly? Have you ever vowed something to yourself? Write an explanatory paragraph to convey the idea of wanting something to thrive.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Key Paragraph Pg. 6

"And after twenty years typing for the Parole department, I just about knew what she'd buried. Drugs most likely, or money, or a gun. The next moment, she disappeared like a rabbit."

Writing Prompt

Ana assumes that Kim has buried drugs or a gun. Think of a time you have been falsely accused. How did that accusation affect you? **Write a one paragraph explanatory text in which you introduce the topic, preview what is to follow, organize ideas. Develop the topic with relevant facts. Use appropriate transitions to create cohesion and clarify the relationship among ideas. Use precise language. Conclude your paragraph with a statement, which follows from and supports your opening.**

Key Paragraph Pg. 12

“Out of nowhere the words from the Bible came into my head: “And a little child shall lead them.” I didn’t know why at first. Then I did. There’s plenty about my life I can’t change.”

Writing Prompt

What do you think Wendell means? Do you think there is something satisfying about having control over something you can nurture and change? Does it get discouraging to live in a world with so many things that a person has no control over? Why is it easier for people to focus on the things they cannot change? **Write a one paragraph expository text in which you introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.**

Key Paragraph Pg. 16-17

“He seemed to recognize them, like old friends. Watching him carefully sprinkling them into the troughs he’d made, I realized that I didn’t know anything about growing food and that he knew everything. I stared at his busy fingers, then his eyes. They were focused, not faraway or confused. He’d changed from a baby back into a man.”

Writing Prompt

In what way does it make us feel integrated and whole when we do something we love and know a lot about? **Write a one paragraph explanatory text in which you explain how people can change when they are given a purpose? Introduce your topic. Develop your topic with relevant facts. Use appropriate transitions and details. Use precise language. Provide a conclusion that follows from and supports the information presented.**

Key Paragraph Pg. 28

“The smell that came out of it made you think of hog pens and maggots and kitchen scraps from back when Nixon was president. It was amazing how quick people noticed it, including that receptionist. And even more amazing how quick I was called in to have a meeting with someone. I was definitely real to them now. I brought that bag along with me into the meeting, to keep it that way.”

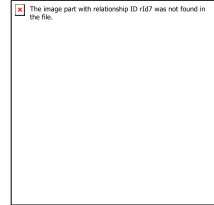
Writing Prompt

What problem solving and critical thinking skills did Leona use to solve the trash problem? **Write and explanatory text that details her process. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.**

Character Based Literacy Program

Independent Study Lesson Plan

Seedfolks, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is a pacifist?

Who is the goddess of crops?

What is a community?

How can someone contribute to a community?

How do you show people that you have changed?

What is a sensory garden?

What is a therapy garden?

Word Wall Here are vocabulary words to add to the Word Wall.

herring pg. 29	unbelievable pg. 29	occupation pg. 30	mending pg. 30	compromise pg. 32
borrow pg. 37	pronounced pg. 40	slouching pg. 40	plantation pg. 40	coincidence pg. 42
alterations pg. 46	humid pg. 47	spouts pg. 49	hydrant pg. 49	funnel pg. 50
deeds pg. 53	staked pg. 53	fertilizer pg. 54	pitchfork pg. 57	lace pg. 58
uplifting pg. 60	obliged pg. 60	pioneers pg. 60	commanded pg. 61	pantomime pg. 64

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read pg. 28-65

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

KWL Chart

Continue the KWL chart on gardening and planting.

Sketch

Continue to add changes to the sketch of the lot as they occur in the reading

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Create an OMP for Sam. What is he thinking and feeling as he sees the Garden? As he works with others? When he sees the garden start dividing people?

Open Mind Portrait

Create an OMP for Virgil. What is he thinking and feeling, as he has to clear land on his first day of summer? When he sees his father lie? When their lettuce starts to die? Add 3-5 thoughts to your OMP.

Poster

Based on the information you know of Demeter the goddess of crops. Create a poster that represents her.

Map

Add Virgil and his father to the cultural map.

Storyboard the chapter

Advertisement

Create a sign advertising the water contest. Include the rules and information about who can participate, what the prize will be, and what the contestants need to show.

Open Mind Portrait

Create an OMP for Curtis. What is he thinking and feeling as he returns to Cleveland? When he sees the garden? When he tries to prove to Lateesha he has changed? When his tomatoes start disappearing? Add 3-5 thoughts to your OMP.

Open Mind Portrait

Create an OMP for Nora, what is she thinking and feeling as she sees the garden for the first time? Notices the change in Mr. Myers? Helps modify a garden so he can participate? Add 3-5 thoughts to your OMP.

Sketch

Using the description on page 63, sketch what you think Mr. Myers garden looked like

Discussion

Key Questions pg. 28-36

1. What does Sam mean by saying he 'sews' up the rips in the neighborhood?
2. Why do you think Sam is so friendly?
3. Is he trying to get people to look beyond him being white and Jewish? How has segregation/racism effected him in his life?
4. What role do you see Sam playing for the people? Do you think he will be accepted?
5. How does his definition of paradise equate to the garden?
6. What is your definition of paradise?

Key Questions pg. 36-44

1. Where are Virgil and his father from?
2. What idea do they come up with to make money? Why does his father want to make money? What is his plan?
3. What is his source of information? Do you think it is credible?
4. Do you think the outcome could have been prevented if they did more research?
5. What happen to their plot? Do you think it can be saved?

Key Questions pg. 45-50

1. What happened to Sae's husband? How did that affect her?
2. What happened to her in the shop? Do you think she was given assistance? Why not?
3. Why didn't she want to come out of her house? Did she have a right to feel fear?
4. How did the garden affect her? What was she able to do?
5. What did she buy for the garden folks that made her feel part of a family?

Key Questions pg. 51-58

1. Why was Curtis trying so hard to please Lateesha?
2. What did he do to lose her? How had he changed when he returned? Did they both and the same things? Why wasn't she giving him a chance?
3. What did Curtis learn as he cared for the tomatoes?
4. How did the tomatoes disappearing affect him?

5. How did he solve the problem?

Key Questions pg. 59-65

1. Where is Nora from? How does her interaction with Mr. Myers replicate her life in England?
2. What language in the chapter relates to her life in England?
3. Describe Mr. Myles' response to the garden.
4. How does she view the garden? What language in the chapter supports the intensity she feels in the garden?
5. Why do you think Mr. Myers chose flowers for his garden?
6. How did the rain shower connect the gardeners?
7. What happened to Mr. Myers and Nora as a result of the garden? Cite examples.
8. Nora recalls that Ancient Egyptians prescribed walking through gardens for the "mad" why do you think they would/could help people?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph Pg. 33

"In all of June it didn't rain but three days. The result? People bent over like coolies, walking sometimes three or four blocks, gallon jug in each hand, complain all the time about the water."

Writing Prompt

Sam starts a contest to find a better way to deliver the water to the garden. Pretend you are entering the contest. **Write a paragraph in which you inform your reader how you would get water to the garden. Introduce your topic clearly. Develop your topic with relevant facts. Use appropriate transitions. Maintain formal style. Conclude your paragraph with a statement, which supports your introduction.**

Key Paragraph Pg. 43

"My father promised we'd make enough money to buy me an eighteen-speed bike. I was counting on it. I had already told my friends."

Writing Prompt

Virgil was counting on his dad to buy him the bike. But he could work to buy the bike himself. **Write an informative/explanatory text in which you detail one-way Virgil could earn enough money for the bike. Introduce your topic clearly. Develop the topic with relevant facts. Use appropriate transitions to create cohesion. Use precise language. Conclude with a statement, which supports your introduction.**

Key Paragraph Pg. 39

"I quick go to store. Buy three funnels to make much easier filling containers. I put one by each garbage can. That day I see man use my funnel. Then woman. Then many people. Feel very glad inside. Feel part of garden. Almost like family."

Writing Prompt

How does being a part of a community make us feel more whole? What communities are you a part of?

Key Paragraph Pg. 58

"If people know something belongs to a person instead of the city or the US Government they're more likely to leave it alone."

Writing Prompt

Curtis paints a sign and puts it in front of the tomatoes, "Lateesha's Tomatoes." His logic is that if people know it belongs to someone, they will leave it alone. Do you agree with his thinking? How would you convey ownership or importance? **Write a one paragraph explanatory text in which you introduce a topic clearly, previewing what is to follow. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented.**

Key Paragraph Pg. 64

"Pantomime was often required to get over language barriers. Yet we were all subject to the same weather and pests, the same neighborhood, and the same parental emotions toward our plants...we, like our seeds, were now planted in the garden."

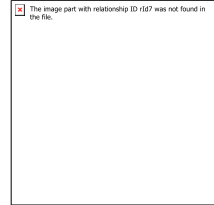
Writing Prompt

How is the garden bringing all these diverse people together? **Write a one paragraph explanatory text in which you inform/explain to the reader how the garden is connecting people. Introduce your topic clearly. Develop your topic with relevant facts and cite details from the novel. Provide a concluding statement, which supports your introduction.**

Character Based Literacy Program

Independent Study Lesson Plan

Seedfolks, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

How do the seasons affect us?

Why are communities important?

What is “welfare-to-work”?

Word Wall Here are vocabulary words to add to the Word Wall.

illegally pg. 66	miscarry pg. 67	witness pg. 68	decorum pg. 69	goldenrod pg. 71
crevices pg. 73	dweller pg. 74	portable pg. 74	soothing pg. 74	benefit pg. 74
homestead pg. 82	arthritis pg. 83	solitary pg. 84	idle pg. 84	glacier pg. 87

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read pg. 66-89

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

KWL Chart—

Continue working on the KWL chart about the garden.

Explore what crops are being planted.

Explore what diseases can affect plants.

Explore different types of gardens.

Explore different adaptations in gardens.

Explore the seasons.

Sketch

Continue the sketch of the vacant lot, adding changes to the lot as they occur in the reading

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Poster “Golden Rod”

Do a web search for Golden Rod

Create a poster that represents the healing power of the plant.

<http://www.webmd.com/vitamins-supplements/ingredientmono-84-GOLDENROD.aspx?activeIngredientId=84&activeIngredientName=GOLDENROD>

Open Mind Portrait

Create an OMP for Maricella. What is she thinking and feeling as she experiences the garden and the other people in it? Add 3-5 new thoughts to the OMP.

Acrostic Poem

Write an acrostic poem that depicts the word “garden” or “Community”

An acrostic poem uses the letters in the topic word to begin each line. All words in the poem should relate to the Theme word.

Open Mind Portrait

Create an OMP for Amir. What is he thinking and feeling as he has noticed the obvious changes in the neighborhood and in the garden? Add 3-5 new thoughts to your OMP.

Diorama

Create a diorama of the garden.

Discussion

Key Questions pg. 66-72

1. How does Maricella think the world views her? Do you think she has validity for her feelings?

2. Why is Maricela having a hard time being pregnant? How is her reaction different than her parents? What does she fear she will lose? Do you agree or disagree with her?
3. What does she think she wants to do about it?
4. What starts to influence her otherwise?
5. Describe Penny. How do you think she affects the girls? Do you think her methods are appropriate? What “big picture” does she want them to see?
6. How does Mrs. Fleck interact with the students she knows? How does she interact with those she doesn’t know? What gives her the authority to confront those who do wrong? Do you think your community would be better off if we talked and confronted others (within reason)? Explain.
7. How did Leona communicate with Maricella? How was she able to show her that she is part of nature and the world around her? How did Maricella react?

Key Questions pg. 73-81

1. How does Amir describe the community before the garden, page 73? How does his description make you feel as a reader?
2. Amir uses the term, “an excuse for breaking the rules”, several times in the chapter. What is he referring to? Where did those rules come from? Why are unwritten rules sometimes harder to break than those, which are written?
3. How did the garden tie the neighbors together? What did they start doing with and for each other?
4. Why couldn’t the Polish woman thin her carrots? What does that say about her and her character?
5. What changed for Royce? Do you think it was harder for him to exist when people KNEW the real him? Explain how being accountable to others changes you?
6. What other vehicle beside a garden could bring people together?

Key Questions pg. 85-89

1. What does the term “seedfolks” mean to Florence? Do you think it represents the gardeners?
2. What changed in the neighborhood due to the garden? How did the garden evolve?
3. Florence grandmother used to say, “Be Not Solitary, Be Not Idle.” What does that phrase convey to you? Why is it an important mantra?
4. What are Florence’s fears about the garden in the winter? Why is it important to have faith that spring will come? What does spring convey to you?
5. What did she discover?
6. Why is it significant the young girl planted the first crop again?

EXTEND

Write Write a short product based on today’s prompt to connect to the unit theme.

Key Paragraph Pg. 72

“How nature ran on sunlight and rain and the seasons, and how I was part of that system. The words sort of put me into a daze. My body was part of nature. I was related

to bears, dinosaurs, to plants, to things that were a million years old...She said how it wasn't some disgrace to be part of it. She said it was an honor."

Writing Prompt

How did these remarks impact Maricela? Are we all a part of nature and the life cycle? What did Leona mean when she told Maricella that it is an honor to be a part of the cycle not a disgrace? **Write an explanatory paragraph in which you inform your reader how it is an honor to be a part of the natural cycle around you. Introduce your topic. Develop the topic with relevant facts. Use appropriate transitions. Use precise language. Establish and maintain formal style. Provide a concluding statement that supports the information you presented.**

Key Paragraph Pg. 74

"She'd gotten quite angry and called me—despite her own accent—a dirty foreigner. Now that we were so friendly with each other I dared remind her of this. Her eyes became huge. She apologized to me over and over again. She kept saying, 'Back then, I didn't know it was you...'"

Writing Prompt

How has the garden broken down the racial and ethnic lines that divide people? **Write an explanatory paragraph in which you explain how the garden has changed people and the neighborhood. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented.**

Key Paragraph Pg. 85

"They were both freed slaves and they wanted to get good and far away from cotton-growing country. They went over the mountains, just to be safe, and homesteaded along the Gunnison River. Which is how my grandfather and my father and my sisters and I all came to be born there, the first black family in the whole county. My father called them our seedfolks, because they were the first of our family there."

Writing Prompt

Why do you think the author called the novel Seedfolks? What do you think of the title? Would you have named it something else? Why is it significant to take the risk and be a seedfolk? **Write one paragraph in which you explain why seedfolks have to take a risk to establish and change a community. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect. Develop the topic with relevant facts, definitions, concrete details, quotations, or other**

information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**The final writing product for *Seedfolks* is a five paragraph
Informative/Explanatory Essay**

Throughout the novel you have maintained a KWL Chart. The information in the Learning column of this chart can be the basis for your essay.

Write a 5-paragraph informative/explanatory essay. Using one of the topics you have explored, write a text that conveys an idea or information on a topic. **Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.**