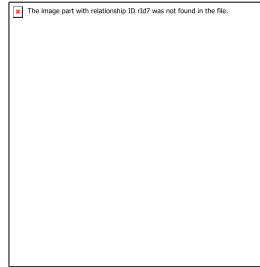


Seedfolks



ISBN-10	0-06-027471-9
ISBN-13	978-0-06-027471-9
Author	Fleischman, Paul
Publisher	HarperTrophy
Copyright	2002
Lexile	710L
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 Writing Prompt

Seedfolks, Day 1



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.

Character Based Literacy Program Writing Prompt

Seedfolks, Day 2



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 that follows forms and supports your opening.**

Character Based Literacy Program Writing Prompt

Seedfolks, Day 3



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.**

Character Based Literacy Program Writing Prompt

Seedfolks, Day 4



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 form and supports the information presented.**

Character Based Literacy Program Writing Prompt

Seedfolks, Day 5



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 Writing Prompt

Seedfolks, Day 6



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.**

Character Based Literacy Program Writing Prompt

Seedfolks, Day 7



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.**

Character Based Literacy Program Writing Prompt
Seedfolks, Day 8



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?

Character Based Literacy Program Writing Prompt

Seedfolks, Day 9



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.**

Character Based Literacy Program Writing Prompt

Seedfolks, Day 10



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 Writing Prompt

Seedfolks, Day 11



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 Maricella? 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, which supports the information you presented.**

Character Based Literacy Program Writing Prompt

Seedfolks, Day 12



Key Paragraph Pg. 64

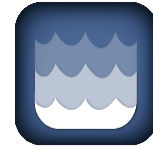
“She’d gotten quite angry and called me—despite her own accent—a dirty foreigner. Now that we were so friendly with each other I dared remind her of this. Her eyes became huge. She apologized to me over and over again. She kept saying, ‘Back then, I didn’t know it was you...’”

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.**

Character Based Literacy Program Writing Prompt

Seedfolks, Day 13



Key Paragraph Pg. 65

“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.**

Character Based Literacy Program Writing Prompt
***Seedfolks*, Day 14**



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

Throughout the novel you have maintained a class 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 individually or as a class 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.**