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# SEEDFOLKS

by Paul Fleischman



## FOCUS

### THE BIG QUESTION

- Community or Individual – Which is more important?

### READING SKILLS

- Use Background Information

### LITERARY ANALYSIS

- Novella

### WRITING

- Character Sketch

### GLOBAL AWARENESS

- S. Korea, Vietnam, Haiti, Rumania, Guatamala, England, Mexico, Israel, Mexico – multicultural comparisons

### TECHNOLOGY LINKS

- Comic Life
- Online Assessment

## Table of Contents

### **BUILDING BACKGROUND**

<b>ABOUT THE AUTOR</b>	<b>3</b>
<b>IMMIGRATION AND ETHNICITY</b>	<b>4</b>

### **CONNECTING**

<b>LEARNING ABOUT OTHER LANDS</b>	<b>8</b>
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### **CHAPTER ACTIVITIES**

<b>KIM AND ANNA</b>	<b>10</b>
<b>WENDELL AND GONZALO</b>	<b>15</b>
<b>LEONA AND SAM</b>	<b>21</b>
<b>VIRGIL AND SAE YOUNG</b>	<b>27</b>
<b>CURTIS AND NORA</b>	<b>33</b>
<b>MARCELA, AMIR AND FLORENCE</b>	<b>39</b>

### **POST READING ACTIVITIES**

<b>CLOZE READING ACTIVITY</b>	<b>47</b>
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### **WRITING ACTIVITIES**

<b>CHARACTERIZATION</b>	<b>49</b>
<b>CHARACTER SKETCH</b>	<b>50</b>

### **CULMINATING ACTIVITIES**

<b>GLOBAL FRIENDS &amp; PLANTING FLOWERS</b>	<b>55</b>
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# BUILDING BACKGROUND



## ABOUT THE AUTHOR

Paul Fleischman was born on September 5, in Monterey, California. His father was the



award-winning author, Sid Fleischman. When Paul Fleischman was growing up, his father often read to him, giving him a life-long love of literature. The family owned a printing press, which inspired Paul to see

his own work in print. As a child, he enjoyed listening to a short-wave radio, tuning into stations around the world. This helped develop his appreciation of different languages and cultures. Readers can see his love of foreign and native words in his poetry and his fiction.

As an adult, Paul Fleischman attended college at the University of California at Berkeley and the University of New Mexico, majoring in English. He also traveled widely, gaining new insights and experiences. Before he became a professional writer, he worked as a bookstore clerk and proofreader.

Paul Fleischman explains that his books involve a good deal of writing and re-writing by hand. Sometimes, he will spend an entire day working on one page of a manuscript. He explores many subjects in his writing, but is especially drawn to topics about history, nature, and personal growth.

He has received many awards for his writing, including the Newberry Medal for a collection of poetry, *Joyful Noise*; the Silver Medal for *The Half-a-Moon Inn*; and the Boston Globe-Horn Book Award for *Saturnalia*.

## IMMIGRATION AND ETHNICITY



America has been called a nation of *immigrants*. People have come here from all over the world to find new lives and employment. The first great wave of immigration began around 1870. Since that time, nearly 7.4 million people have entered the United States. In the nineteenth and early twentieth centuries, they came from such far-flung places as Great Britain, Ireland, Eastern Europe, Scandinavia, Germany, Canada, and China. In later years, large numbers of immigrants have also come from Vietnam, Korea, Haiti, Mexico, India, Pakistan, Mexico, Russia, and the Caribbean.

The Midwest shows a typical pattern of immigration. At one time, the city of Cleveland, Ohio, where *Seedfolks* is set, had a large population of Catholic immigrants who came from Poland, Lithuania, Rumania, Ireland, Italy, and Germany. Then Mexican-Americans from Texas went to the Midwest to work in factories, in agriculture, and on the railroads. Later still, large numbers of people from Vietnam and China came to the city.

Each ethnic group tended to settle in a particular area. They established shops that sold their native foods and goods. Many continued to speak their own languages, while working hard to learn English. Often, they did not make as much money as they had expected when they came to America. They lived in the poorer neighborhoods, moving on if they were successful. As Ana says in the novel, her part of town is ‘like a cheap hotel—you stay until you’ve got enough money to leave.’”

The city of Cleveland has been referred to as a community of two halves, black and white. Actually, there are many ethnic neighborhoods in the city. We meet some of the people from these communities in *Seedfolks*.

## KWLC Chart

What do you know about immigration to the United States? Brainstorm with a small group of your classmates to fill in the KWLC chart below. After watching the podcasts about immigration and ethnicity, re-read the Immigration and Ethnicity information and jot down what you already know in the first column. List your questions in the second column. Put any connections you have, such as relatives you know who have immigrated to America in the third column. When you finish the book, record what you learned in the last column.

What I Know      What I Want to Know      Connections      What I Learned

\

Community: Define the word '*community*'. Then list and discuss ways in which people can help each other in daily life.

- Community:
- Ways to help each other:

Stereotyping: A *stereotype* is an oversimplified image of a certain person, or group of people usually held in common by some part of society.

- Do you or members of your family hold any views that stereotype others?
- How can stereotypes be harmful to both the believer and the victim?
- Why do you think stereotypes develop?
- How can they be eliminated?

Anticipation Guide: Write 'yes' or 'no' next to each statement in the 'Before You Read' column of the following Anticipation Guide. When you finish the book, see if any of your opinions have changed as you fill in the 'After You Read' column.

Anticipation Guide	Before You Read	After You Read
1. People who live in poverty-stricken neighborhoods will never work cooperatively to improve their lives.		
2. A garden requires a great deal of work and offers little in return.		
3. Individuals are always judged by racial and ethnic stereotypes.		
4. People should be judged by who they are, not by stereotypes.		
5. People who live in the city are never as friendly as those who live in a small town.		
6. America is a place where people of many different races, ethnic groups, and religions blend together harmoniously.		
7. People of different races, ethnic groups, and religions can never become one harmonious community.		



# CONNECTING

## LEARNING ABOUT OTHER LANDS



**STEP 1:** Working with a partner, research one of the countries that you will be reading about in this novella:

• Vietnam	• Rumania	• Guatamala
• Israel	• Haiti	• S. Korea
• England	• Mexico	• India

**STEP 2:** Fill out the graphic organizer:

1. Country	
2. Geography	
2. Language	
3. Religion	
4. Education	
5. Food	



6. Other	
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**STEP 3:** Use your information to share what you have learned the country you are researching. Create one page in the program Comic Life. After reading the book, you will make another page about a person you read about from that country. Upon completion, all pages will be put together to create a booklet entitled: *Understanding Other Lands.*



## CHAPTER ACTIVITIES

### KIM AND ANA

#### Vocabulary

Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- |                 |   |
|-----------------|---|
| 1. stern        | A. empty; unused                                    |
| 2. altar        | B. grow vigorously; make steady progress            |
| 3. vacant       | C. with distrust                                    |
| 4. thrive       | D. strict; unsympathetic                            |
| 5. suspiciously | E. elevated structure used for religious ceremonies |



1. My brother and I hoped a family with children our ages would move into the \_\_\_\_\_ house next door.
2. Many kinds of plants \_\_\_\_\_ in the hot, moist rain forest.
3. In some cultures, people place food and gifts around a(n) \_\_\_\_\_  
To honor someone who has died.
4. The judge wore a(n) \_\_\_\_\_ expression when he read the
5. My teacher looked \_\_\_\_\_ at me when I said I had lost my homework.

to honor someone who has died.

## Comprehension Questions

1. Why did Kim stand before the family altar?
  - Why was she sad?
  
2. How would you describe the neighborhood in which Kim and Ana lived?
  
3. Why did Kim suffer from the cold in April?
  
4. Why did Kim plant the lima bean seeds in the vacant lot?
  - Why did she choose this time for her project?
  
5. What has happened to Ana's neighborhood since she was a child?
  - Why did Ana stay in her old neighborhood?
  
6. Why did Ana dig up Kim's bean seeds?
  - How did she feel when she realized what she had done?

## Discussion Questions

1. How do you imagine Kim feels about her life in this strange new city?
2. Why do you think Ana bought binoculars?
3. Do you think Kim and Ana will meet?

**ACTIONS**

**SAYS**

**FEELINGS**

**APPEARANCE**

**KIM**

**CHARACTER TRAITS**



**ACTIONS**

**SAYS**

**FEELINGS**

**APPEARANCE**

**ANA**

**CHARACTER TRAITS**

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# WENDELL AND GONZALO

## Vocabulary

Use the context to help you determine the meaning of the underlined word in each of the following sentences. Then check your definition with a dictionary.

1. If you move while you take a snapshot, it will not be in **focus**.

• Your definition: \_\_\_\_\_

\_\_\_\_\_

• Dictionary definition: \_\_\_\_\_

\_\_\_\_\_

2. Making a **gesture** that signified 'stop,' I hoped to prevent my friend from crossing a busy street against the light.

• Your definition: \_\_\_\_\_

\_\_\_\_\_

• Dictionary definition: \_\_\_\_\_

\_\_\_\_\_

3. If you forget to add fresh water to flowers in a vase, they will **wilt** and then die.

• Your definition: \_\_\_\_\_

- 
- Dictionary definition: \_\_\_\_\_
- 

4. The clothing, food, and customs of teenagers living in the city seemed ***weird*** to the girl who had always lived in the country.

- Your definition: \_\_\_\_\_
- 
- Dictionary definition: \_\_\_\_\_
- 

5. Use a ***trowel*** to plant seeds in the backyard.

- Your definition: \_\_\_\_\_
- 
- Dictionary definition: \_\_\_\_\_
- 

### Comprehension Questions

1. Why were Ana and Wendell important to one another?
  
2. Why did Ana and Wendell try so hard to save Kim's bean plants?
  
3. How did the idea of a garden affect Wendell's personal life?



4. What did Gonzalo mean when he said, “The older you are, the younger you get when you move to the United States?”
  
5. How did Gonzalo’s mother show that she understood Tio Juan’s needs?

### Discussion Questions

1. Why did Wendell recall the biblical passage, “And a little child shall lead them”?
  
2. Tio Juan spoke a dialect that people in his new community did not understand.
  - How do you think he felt when he was unable to express himself through language?
  
  - What else did Tio Juan have to get used to in this foreign city?
  
3. Why do you think Gonzalo was embarrassed by his father and his uncle?
  
4. What do you think Gonzalo learned from watching Tio Juan working in the lot?
  
5. How did his feelings about this older relative change?

### Literary Device: Point of View

Point of View in literature refers to the person telling the story. This person is called the narrator. The narrator might be the author or a character in the story.

1. From whose point of view is each story told?
2. Why do you think the author keeps changing the point of view?

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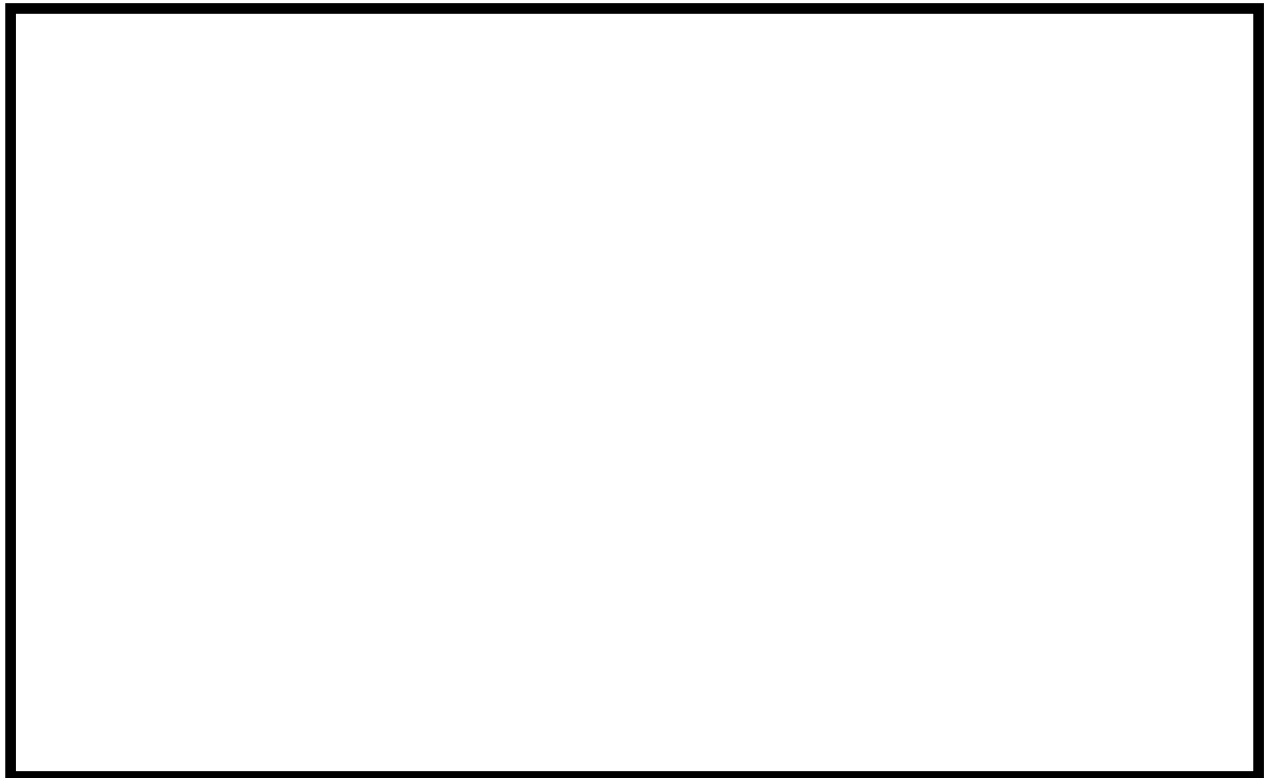
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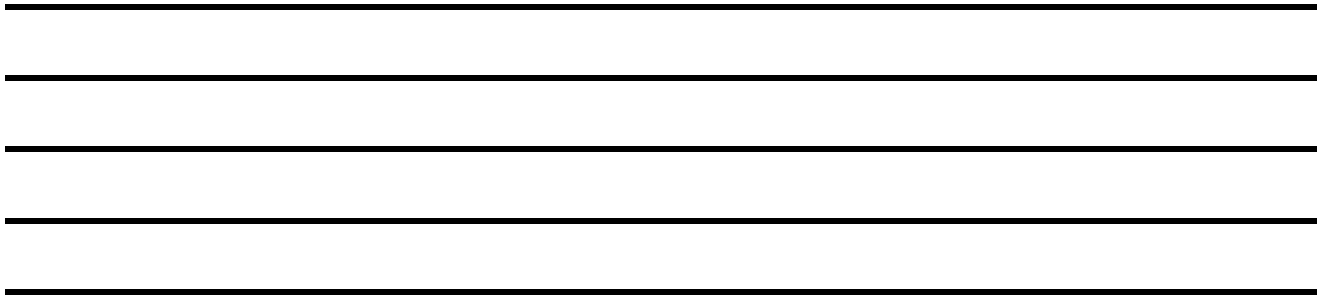
### Collage

*Seedfolks* tells the story of people who are trying to bring new life to a piece of their city.

Create a collage that depicts life in Wooster. Then write a description on the lines provided.



**WOOSTER, OHIO**



**ACTIONS**

**SAYS**

**FEELINGS**

**APPEARANCE**

**WENDELL**

**CHARACTER TRAITS**

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**ACTIONS**

**SAYS**

**FEELINGS**

**APPEARANCE**

**GONZALO**

**CHARACTER TRAITS**

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# LEONA AND SAM

Vocabulary Use the words in the Word Box and the clues below to complete the crossword puzzle.

## Comprehension Questions

1. Why did Leona want to plant goldenrod?
2. How did the city officials react to Leona's telephone calls?
3. What did Leona mean when she observed, "You can't measure the distance between my block and City Hall in Miles"?
4. Why did Leona bring a bag of garbage from the lot to the Public Health Department?
5. What kind of work did Sam do before he retired?
  - In what ways did he continue to work toward the same goal?
6. Why did the gardeners have to work so hard to keep the soil moist?
7. What did Sam mean when he said, "The garden was a copy of the neighborhood"?

## Discussion Questions

1. Why do you imagine the city officials allowed garbage to pile up in the vacant lot?
  - Why was this a health problem for people in that community?
2. Sam first compared the garden to Paradise, but at the end of the chapter said, "the garden was turning back into Cleveland." Why did Sam's feelings about the garden change?

3. How do you think Sam might promote harmony among the gardeners?

## Literary Devices: Analogy & Irony

1. ***Analogy:*** An analogy is a comparison of two or more similar objects, which suggests that if they are alike in certain respects, they will probably be alike in other ways as well. For example:

You ever watch a sax player close? They push down a key and way at the other end of the instrument something moves. That is what I was looking for—the key that would make that trash disappear.

- Why did Leona make this comparison?

2. ***Irony:*** Irony refers to a situation that turns out to be the opposite of what is expected.

- What is ironic about the long life of Leona's grandmother?





**ACTIONS**

**SAYS**

**FEELINGS**

**APPEARANCE**

**LEONA**

**CHARACTER TRAITS**

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**ACTIONS**

**SAYS**

**FEELINGS**

**APPEARANCE**

**SAM**

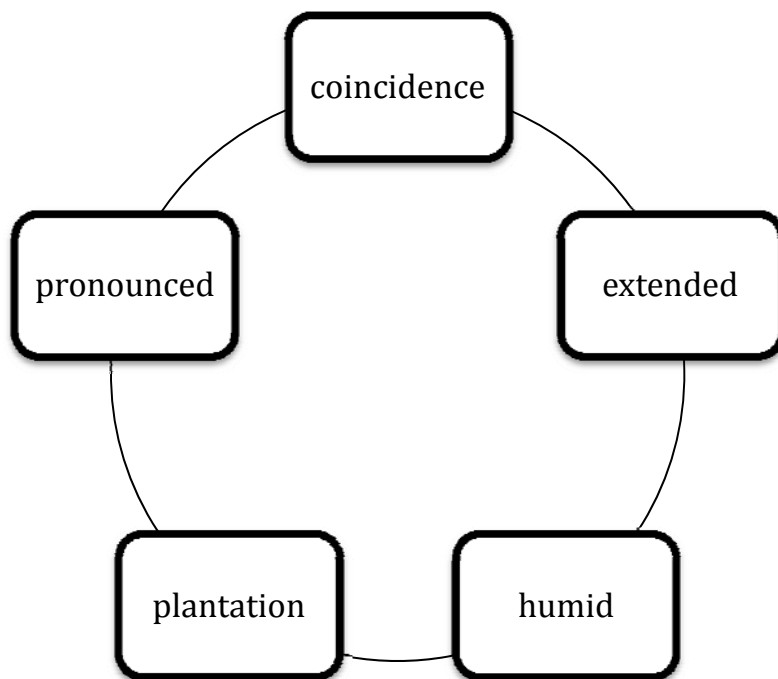
**CHARACTER TRAITS**

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# VIRGIL AND SAE YOUNG

## Vocabulary: Analogies

Analogies are equations in which the first pair of words has the same relationship as the second pair of words. For example, *FOR : ENEMY :: TRUE : FALSE*. Both sets of words are opposites. Use the words below to complete the analogies.



1. Asked : Questioned :: Stated : \_\_\_\_\_
2. Watermelon : Fruit :: \_\_\_\_\_ : Farm
3. Retracted : \_\_\_\_\_ :: Raced : Wandered
4. \_\_\_\_\_ : Accident :: Contest : Competition
5. Desert : Dry :: Swamp : \_\_\_\_\_

## Comprehension Questions

1. Why did Virgil's father lie to Miss Fleck?
2. How did Miss Fleck respond to the lie?
3. Why did the lettuce crop fail?
4. Why did Sae Young become afraid of people?
5. How did working in the garden help Sae overcome her fear?
6. Why was the use of the funnels the best idea for gathering water?

## Discussion Questions

1. What lesson might be learned from Virgil's father's failed garden?
2. What is there about garden that could be good for so many different people?

## Literary Device: Symbolism

A ***symbol*** in literature is an object, event, or person that represents an idea or a set of ideas.

What do you think the locket that Virgil found might symbolize?

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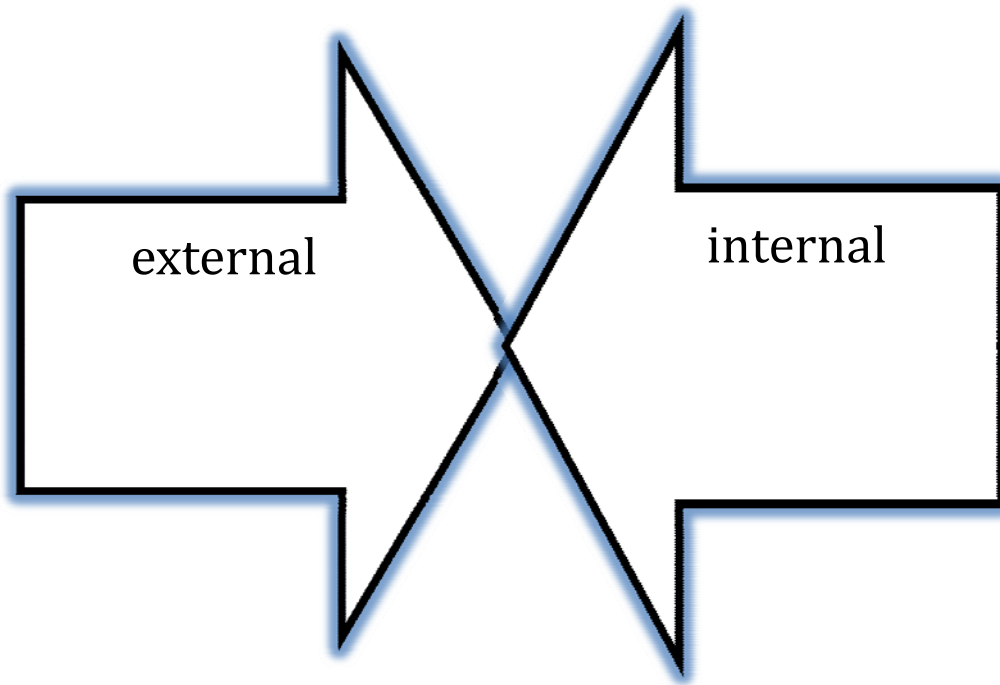
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## Literary Element: Conflict

A ***conflict*** is a struggle between two opposing forces. An ***external conflict*** is a character's struggle against an outside force, such as nature or another person. An ***internal conflict*** takes place in a character's own mind. List the conflicts that have occurred in the story up to this point:



Writing Activity

Was there ever a time when you started a project that ended badly? Why do you think your idea did not work? What would you do differently if you talked this project again? Write a paragraph in which you compare and contrast what you actually did with what you should have done.

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**ACTIONS**

**SAYS**

**FEELINGS**

**APPEARANCE**

**VIRGIL**

**CHARACTER TRAITS**

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ACTIONS

SAYS

FEELINGS

APPEARANCE

SAE  
YOUNG

**CHARACTER TRAITS**

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**CURTIS AND NORA**

## Vocabulary

**Synonyms** are words with similar meanings. Draw a line from each word in Column A to its synonym in column B. Then use the words in Column A to fill in the blanks in the sentences below.

<u>Column A</u>	<u>Column B</u>
1. <b>solitary</b>	Fragrance
2. <b>haphazard</b>	Stately
3. <b>customary</b>	Usual
4. <b>aroma</b>	Disorganized
5. <b>refuge</b>	Shelter
6. <b>dignified</b>	alone

- 
1. We took \_\_\_\_\_ from the storm in an empty building.
  2. We awakened to the clatter of breakfast dishes and the \_\_\_\_\_ of coffee brewing.
  3. It is \_\_\_\_\_ to wear a cap and gown at your own graduation ceremony.
  4. Wearing a suit and tie, you will appear more \_\_\_\_\_ than if you wore jeans and a tee shirt.

5. After a fire destroyed the entire house, we were grateful for the \_\_\_\_\_ family photograph that remained.
6. Despite out \_\_\_\_\_ attempts at shopping and food preparation, the dinner was a success.

### Comprehension Questions

1. Why did Curtis plant tomatoes in the lot?
2. How did Curtis and Royce help each other?
3. Why did Nora call Mr. Myles's work in the garden "a mind altering drug"?
4. How did Mr. Myles and Nora become an accepted part of the Gibb Street gardening community?

### Discussion Questions

1. Why do you think the experience of gardening benefitted all the characters in the story?
2. What are some ways that working with growing things can be food for a person?

### Literary Device: Metaphor

A *metaphor* is an implied or suggested comparison between two unlike objects. For example:

He [Mr. Myles] was a salmon traveling upstream through his past.

1. What is being compared? \_\_\_\_\_
2. What does this comparison reveal about Mr. Myles? \_\_\_\_\_

\_\_\_\_\_

### Writing Activity

If Mr. Myles could still speak, what do you think he would say to Nora about the time they spend in the city garden? Write a dialogue that might have taken place between these two characters.

Blank lined area for writing the dialogue.

**ACTIONS**

**SAYS**

**FEELINGS**

**APPEARANCE**

**CURTIS**

**CHARACTER TRAITS**

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**ACTIONS**

**SAYS**

**FEELINGS**

**APPEARANCE**

**NORA**

**CHARACTER TRAITS**

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# MARICELA, AMIR, AND FLORENCE

## Vocabulary

Use the context to help you select the best meaning for each of the underlined words in the following sentences. Circle the answer you choose.

1. Alaska is a vast state, occupying 586,412 square miles of land.

Huge      fascinating      popular      dangerous

2. When Alice visited the queen in her palace, she observed the rules of decorum.

Adults      games      conduct      royalty

3. Word of the pilot's exploit soon made him a national hero.

New airplane    insult      daring deed      serious problem

4. Tiny plants sprang through the crevices in the pavement.

Holes      pebbles      coarse cement      narrow cracks

5. Good health is a benefit of a balanced diet.

Cause      problem      advantage      hazard

## Comprehension Questions

1. Why did Maricela feel like an outcast?
2. How did Maricela become involved in the community garden?
3. Why did Maricela 'tune out' advice about giving birth and raising children?
4. What evidence showed that Maricela was beginning to appreciate the garden?
5. Why was Amir critical of America?
6. How did the garden change Amir's perception of America?
7. Why did Amir retell the story of the Polish woman who had been in a concentration camp?
8. What did Florence mean by 'seedfolks'?
9. What two ways could you explain this word in terms of the story?
10. Why did Florence think that spring was a special season?

## Discussion Questions

1. Why do you think Leona told Maricela that she was part of a 'system'?
2. How had stereotypes damaged the lives of people who lived near Gibb Street?
3. Can you think of anything besides a garden that could have united the community and brought joy to so many people's lives?
4. Why do you think the author chose to end the book with Florence's story?
5. How does this narrative serve to connect all the separate stories in *Seedfolks*?

Literary Device: Simile

1. What is being compared in the following simile? \_\_\_\_\_

\_\_\_\_\_

The ground was back, and last year's leaves,  
Like a bookmark showing where you'd left off.

\_\_\_\_\_

2. Why is this an apt comparison? \_\_\_\_\_

\_\_\_\_\_

Literary Element: Theme

The **theme** of a literary work is the author's main idea or message.

1. What do you think are the most important themes of *Seedfolks*?
2. What does this writer believe about hope, cooperation, friendship, and survival?
3. Make a list of these significant themes, and explain how the author works these themes into the novel.

## Writing Activity

Select a pair of characters in the story who do not seem to have much in common, such as Ana and Maricela, or Curtis and Wendell. Write a dialogue that shows what each might have said to the other on the day of the harvest festival.

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**ACTIONS**

**SAYS**

**FEELINGS**

**APPEARANCE**

**MARICELA**

**CHARACTER TRAITS**

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**ACTIONS**

**SAYS**

**FEELINGS**

**APPEARANCE**

**AMIR**

**CHARACTER TRAITS**

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**ACTIONS**

**SAYS**

**FEELINGS**

**APPEARANCE**

**FLORENCE**

**CHARACTER TRAITS**

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## POST READING ACTIVITIES



### Cloze Activity

The following passage is taken from Sam's story. Read the entire passage before filling in the blanks. Then, reread the passage and select words that make sense. Finally, you may compare your words with those of the author.

You've seen fishermen mending the rips in their nets. That's what I do, only with [1]\_\_\_\_\_. I used to try to patch [2]\_\_\_\_\_ the whole world. For thirty-six years [3]\_\_\_\_\_ worked for different groups, promoting world [4]\_\_\_\_\_, setting up conference on pacifism, raising [5]\_\_\_\_\_, stuffing envelopes. Not that I have given [6]\_\_\_\_\_ the fight. I have just switched battlefields, [7]\_\_\_\_\_ the entire planet to this corner [8]\_\_\_\_\_ Cleveland. Sometimes I think I have actually [9]\_\_\_\_\_ more effect on the world since [10]\_\_\_\_\_ retired. What do I do? I smile [11]\_\_\_\_\_ people, especially people and the [12]\_\_\_\_\_ from different countries. I get 'em [13]\_\_\_\_\_ up at me instead of down [14]\_\_\_\_\_ off to the side. I start [15]\_\_\_\_\_ conversations in lines and on the [16]\_\_\_\_\_ and with cashiers. People see I am [17]\_\_\_\_\_, no matter what they have heard about [18]\_\_\_\_\_ or Jews. If I'm lucky, I get 'em [19]\_\_\_\_\_ to each other. Sewing up the rips in the neighborhood.

## Final Questions

1. Why do you think the book was titled *Seedfolks*? If you had to create a different title for the novel, what would it be? Why?
2. *Seedfolks* is a novella with many voices. It begins with the young girl named Kim and ends with Florence, an older woman. Why do you think the author chose to open and close the book with the narratives of these two characters?
3. Florence remembers that her grandmother's sampler said, "Be Not Solitary, Be Not Idol." What do you think these words mean? How do they fit the overall theme of *Seedfolks*?

# Characterization

Consider the following about the character who came from the country you researched before reading the novella:

- Gender, age, and name
- Heritage
- Appearance
- Physical and personal strengths and weaknesses
- Likes and dislikes
- Feelings and behaviors towards other characters
- Feelings of other characters towards the character
- Feelings of character towards himself/herself
- Personality at the beginning of the novel
- Changes in personality as story progresses
- Your opinion about the character
- Character traits

## CHARACTER TRAITS

Adventurous	Demanding	Industrious	Restless
Ambitious	Dependable	Ignorant	Rude
Angry	Disrespectful	Impolite	Selfish
Arrogant	Dull	Inconsiderate	Serious
Bossy	Easygoing	Independent	Shy
Brainy	Energetic	Intelligent	Silly
Brave	Faithful	Jealous	Sly
Calm	Fearless	Loving	Smart
Charming	Funny	Loyal	Stingy
Cheerful	Gentle	Mean	Sweet
Childish	Gloomy	Messy	Tolerant
Clever	Good	Mysterious	Trustworthy
Clumsy	Greedy	Obnoxious	Unfriendly
Considerate	Grouchy	Pleasant	Unhappy
Cooperative	Grumpy	Polite	Useful
Courageous	Guilty	Quiet	Wicked
Cowardly	Happy	Rational	Wise
Cruel	Hateful	Reliable	Worried
Curious	Helpful	Religious	Wrong
Daring	Honest	Responsible	Thoughtful
Decisive	Hopeful	Nervous	Selfish
Depressive	Harsh	Nice	Sneaky
Dishonest	Hopeless	Nispy	Stubborn
Discouraged	Humorous	Obedient	Thoughtful

# Write a Character Sketch

A **character sketch** informs you about the character in a book. When you write a character sketch, you want the reader to have a strong mental image of the person including how the person talks, acts, and thinks. It is important to include proof from the story to support what you are writing in the character sketch. If you cannot support it with something from the story, then it does not belong in your character sketch.

## Example of a Character Sketch

Rowan is a twelve-year-old boy who lives in the tiny village of Rin. He is small and rather scrawny for his age. His un-kept, curly brown hair looks like a mop on his tiny face and his thinness makes him look like a walking skeleton.

The people in the village poke fun of Rowan. The adults call him a weakling because he never stands up for himself. The children call him a coward because when confronted with a problem, Rowan runs away.

Rowan is the gentlest of the children in the village. He is the only child that can approach any of the farm animals without scaring them away. His soothing touch and calming voice over the roughness and loudness of the other kids.

Rowan faces the greatest challenge of his life. He possesses a special gift that he must use to save the village from the fierce dragon that lives in the mountain. He starts the journey afraid of what he might face and worried that he will let the village people down. After facing and winning over his first test, he grows more confident and stronger so that by the end of the novel, he has all the strength he needs to face his greatest test, a face-to-face meeting with the dragon.

I think Rowan doesn't deserve to be treated so poorly. It takes all kinds of people to make the world and everyone can teach us something about how to be a better person.

# TOPIC OUTLINE

Complete the following traditional five-paragraph outline by bulleting your answers. This is a topic outline, so DO NOT write in complete sentences.

## I. Introduction Paragraph

### A. "Hook"

(circle the type used: question, surprising statement, situation/anecdote, quotation)

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B. Name of Book: \_\_\_\_\_ Author: \_\_\_\_\_

C. What Book is About: \_\_\_\_\_

D. Character: \_\_\_\_\_

E. Thesis Statement: [purpose + main idea + subtopics]

Purpose: \_\_\_\_\_

Topic/Main Idea: \_\_\_\_\_

Subtopics:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_









# CULMINATING ACTIVITIES



1. Answer the overarching question on the Global Friends tab of classroom blog  
Which is more important: Community or Individual?
2. Plant Marigold flowers in front of school

# ACADEMIC INDICATORS



This unit of instruction will address the following Ohio Department of Education Academic Indicators for Seventh Grade:

## **Acquisition of Vocabulary**

7.1. Define the meaning of unknown words through context clues and the author’s use of comparison, contrast, definition, restatement and example

7.8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars

## **Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies**

7.2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text

7.5. Select, create and use graphic organizers to interpret textual information

7.6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media

## **Reading Applications: Literary Text**

7.1. Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot

## **Research**

7.5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes

## **Writing Processes**

7.1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

7.2. Conduct background reading, interviews or surveys when appropriate.

7.5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.

\*7.6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.

7.10. Use available technology to compose text.

## **Writing Applications**

\*7.2. Write responses to novels, stories, poems and plays that provide an interpretation, a critique or a reflection and support judgments with specific references to the text.



# LESSON PLANS



The purpose of this Unit is to expose students to various cultures and 21<sup>st</sup> century technology skills within the framework of ODE English Language Arts indicators. This unit will focus on the following:

## Overarching Question

- Community or Individual – Which is more important?

## Reading Skill

- Using Background Information

## Literary Analysis

- Novella

## Writing

- Character Sketch

## Global Awareness

- S. Korea, Vietnam, Haiti, Rumania, Guatamala, England, Mexico, Israel, Mexico – multicultural comparisons

## Technology Link

- Comic Life
- Online Assessment

Each lesson is designed as part of a 7<sup>th</sup> grade English Language Arts block schedule of 80 minutes.

## Materials Needed

1. Novella ***Seedfolks* by Paul Fleischman**
2. CD of Novella {to be played on teacher’s computer with auxiliary speakers}
3. Student Study Packet [one for each student]
4. One computer per pair of students with Comic Life program
5. Printing capability

### **LESSON ONE: Building Background**

1. Learn About the Author [student packet, page 3]
2. Read Immigration and Ethnicity [student packet, page 4]
  - Watch video podcasts re: immigration
  - Fill in KWLC chart [student packet, page 5]
  - Community & Stereotyping [student packet, page 6]
  - Anticipation Guide [student packet, page 7]

### **LESSON TWO: Connection**

1. Learning About Other Lands [student packet, pages 8-9]
2. Print Comic Life pages [to be combined with Comic Life Character Sketch in Lesson Five and then printed into Graphic Novel]

### **LESSON THREE: Chapter Activities**

- **Read/listen to a chapter of the book each day and then complete the corresponding activities in Student Study Packet**

1. Kim and Ana [student packet, pages 10-14]
2. Wendell and Gonzalo [student packet, pages 11-20]
3. Leona and Sam [student packet, pages 21-26]
4. Virgil and Sae Young [student packet, pages 27-32]
5. Curtis and Nora [student packet, pages 33-38]
6. Maricela, Amir, and Florence [pages 39-46]

### **LESSON FOUR: Post Reading Activities**

1. Cloze Activity [student packet, page 47]
2. Final Comprehension Questions [student packet, page 48]

### **LESSON FIVE: Characterization**

1. Character traits [student packet, page 49]
2. Write a Character Sketch [student packet, pages 50-55]
3. Take information from Character Sketch and make a page about the character using the Comic Life program. Combine with Comic Life page from Learning About Other Lands to create a type of graphic novel

### **LESSON SIX: Assessment**

1. Online Assessment – comprehension
2. Comic Life pages

### **LESSON SEVEN: Culminating Activities**

3. Answer the overarching question on the Global Friends tab of classroom blog {Which is more important: Community or Individual?}
4. Plant Marigold flowers in front of school

