

## Seedfolks Curriculum Guide

This curriculum guide was designed by Peirce teachers to guide your instruction of *Seedfolks*. There are numerous resources available for each chapter and it will not be possible nor recommended to use all of them. Teachers must use their professional judgment when crafting the course. You are welcome to use other resources for instruction. All on-line resources are available on the Global Studies website: [www.peirceschoolglobalstudies.weebly.com](http://www.peirceschoolglobalstudies.weebly.com)

### Essential Questions

These open-ended questions are designed to lead students to discuss the deeper concepts in the novel. They should be presented before reading each section and discussed at the end of the chapter. They can also be revisited as you meet new characters who will have a different perspective to add to the discussion. It is a good idea to post a list of the questions to refer to throughout the reading of the novel.

### Vocabulary

This is a list of words that might be new to your students. Select 1-3 words to teach explicitly before reading the text. Students should add these words to their personal dictionary. It is preferable to select fewer words, but to ensure that students understand and are able to use them.

### Learner Profile

For the first half of the novel, identify the Learner Profile attribute of the character and ask students to find examples from the text that demonstrate this attribute. For the second half of the novel, have students come up with their own identification of the Learner Profile.

#### *Possible activities*

- Illustrate the different characters and label them with Learner Profile traits and text quotes.

### Non-fiction Connections

A non-fiction text has been provided for each chapter. This is an opportunity to build non-fiction reading skills and to teach students to interpret other types of text including graphs, charts and maps. Students should be asked to do some sort of writing in response to the non-fiction text. Many of the texts are primary sources and will be challenging for your students to read. In many cases, it will be best to select an excerpt and work with students to decipher meaning from a much shorter passage.

#### *Questions to use when analyzing non-fiction texts:*

- What is the purpose of this document? Why was it written? Who wrote it?
- What tools are used to make the argument? (charts, graphs, etc.)
- Who would use this document?
- Is the information in the text reliable?
- What questions do you have after reading the text?

While guiding students in reading non-fiction texts, students will encounter some controversial issues. As teachers we need to maintain neutrality as we present the different sides of the issue and help students to understand the argument and to figure out what they believe for themselves.

### Activities

For each chapter there is a list of possibly activities that relate to the chapter. It is not required to complete these activities, but they may enrich students' understanding of the chapter. These are opportunities for students to embed vocabulary into their experiences. There is also a map for each chapter. Students should color and complete these along with an interpretation paragraph. These maps and interpretations should be added to students' personal atlases.

### Quotes of Note

These are quotes that can be used to guide discussions.

## Seedfolks

## Introduction

The first session is designed to prepare students to read *Seedfolks*. It also builds background knowledge on the setting and the concept of community.

### Essential Questions

What is a community? Create a class definition  
What responsibilities do individuals have to a community?  
What communities do you belong to?

### Vocabulary

community  
atlas  
immigration  
migration  
emigration

### Learner Profile

Review the Learner Profile traits with students.

#### IB learners strive to be:

- inquirers
- knowledgeable
- thinkers
- communicators
- principled
- open-minded
- caring
- risk-takers
- balanced
- reflective

Explain how they will be reflecting on how the characters embody these attributes.

### Non-fiction Connections

Immigration and Migration--The Encyclopedia of Cleveland  
Map: Traditional Ethnic Neighborhoods of Cleveland, 1900-1950  
Top Seven Reasons Why People Immigrate  
What is a community garden?

### Activities

- Color and label the map of Ohio and the United States.

# Seedfolks

Kim  
p. 1-4

## Essential Questions

How do we maintain connections with our family over time?  
How do we maintain our culture over time and place?  
What do you do to maintain your connection with family members?  
What do you do to maintain your culture?

## Vocabulary

- incense
- permanently
- latched
- thermos
- vacant
- teetered
- gnawing
- angle
- hovered

## Learner Profile

*Risk-taker*

Why is Kim a risk-taker? Find evidence in the text.  
Does she embody any of the other Learner Profile attributes?

## Non-fiction Connections

"Vietnamese Immigrants in the United States" from [migrationinformation.org](http://migrationinformation.org)

## Activities

- Plant seeds in cups to kick off the study of the novel. Have students plant different types of seeds to compare.
- Color and label a map of Vietnam to add to students' personal atlas.

## Quotes of Note

"When his spirit hovered over our altar, did it even know who I was?" p. 4

## Essential Questions

What assumptions do we make about people? How do we base our assumptions?  
Have you ever made an assumption? How did you learn if your assumption was right or wrong?

## Vocabulary

- abandoned
- crouched
- curiosity
- glancing
- hobbled

## Learner Profile

*Inquirer*

How is Ana an inquirer? Find evidence in the text.  
Does she embody any of the other Learner Profile attributes?

## Non-fiction Connections

Explore Chicago: Andersonville  
Wikipedia: Edgewater  
Radical Cartography: Ethnic/Racial Map of Chicago

## Activities

- Draw a map of your neighborhood identifying major streets and landmarks.
- Look at old Peirce School class photos to explore how our school and neighborhood has changed over the past century.
- Study Chicago maps to see how neighborhoods have changed over the years.

## Quotes of Note

“Then the truth of it slapped me full in the face. I said to myself, ‘What have you *done*?’ Two beans had roots. I knew I’d done them harm. I felt like I’d read through her secret diary and had ripped out a page without meaning to.” p. 9

**Essential Questions**

- What do I want to change?
- What can I change in my school?
- What can I change in my family?
- What can I change in my community?

**Vocabulary**

- wreck
- binoculars
- janitor
- pitcher
- plot
- soil
- shovel

**Learner Profile***Caring*

- How is Wendell caring? Find evidence in the text.
- Does he embody any of the other Learner Profile attributes?

**Non-fiction Connections**

- “20 Under 20: Students Making a Difference”
- TED Talk: Kiran Bir Sethi teaches kids to take charge

**Activities**

- Formulate questions about what it means to take action.
- Interview someone who has completed a volunteer experience in the United States or abroad.
- Bring in a guest speaker or skype call to talk with people who have served as volunteers.

**Quotes of Note**

“Out of nowhere the words from the Bible came into my head: ‘And a little child shall lead them.’” p.15

“There’s plenty about my life I can’t change. Can’t bring the dead back to life on this earth. Can’t make the world loving and kind. Can’t change myself into a millionaire. But a patch of ground in this trashy lot—I *can* change that.” p. 15

**Essential Questions**

How can you share your talents?

How can you learn more about the talents that others bring to the table?

Has there ever been a time when you were surprised about another person or what that person could do?

Starting over, am I smart? What skills and knowledge do I bring to a new place?

What makes Gonzalo's uncle regain his power?

Why does Gonzalo narrate his uncle's story?

How did Gonzalo's view change throughout the story? What caused that change?

**Vocabulary**

- bodega
- mumbles
- plaza
- pawnshop
- gestures
- manhole
- trough

**Learner Profile**

*Communicator and Knowledgeable*

How is Gonzalo's uncle a communicator? How is he knowledgeable? Find evidence in the text.

Does he embody any of the other Learner Profile attributes?

**Non-fiction Connections**

Disappearing Languages—Enduring Voices Project

National Geographic: Vanishing Languages Slideshow

**Activities**

- Interview family members about your family's language history.
- Make your own language photo and write a caption that explains the story.

**Quotes of Note**

"The older you are, the younger you get when you move to the U.S." p. 17

"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." p. 22

"He'd changed from a baby back into a man." p. 22

**Essential Questions**

How do you get yourself heard?

How do you claim your voice?

What do you want to say?

Why do you think the story of Gonzalo's uncle and Leona are placed next to each other?

**Vocabulary**

- goldenrod
- nutmeg
- declared
- blood pressure
- obituaries
- recite
- metal detectors
- dump
- hauled
- precious
- receptionist
- maggots

**Learner Profile**

*Principled*

How is Leona principled? Find evidence in the text.

Does she embody any of the other Learner Profile attributes?

**Non-fiction Connections**

What is Occupy Wall Street—And Should You Care?

The Sustainability Review: On Listening and Being Heard at Occupy Wall Street

National Women's Hall of Fame: Maggie Kuhn

**Activities**

- Make a list of things that you want to see improved in your school, community and city.

**Quotes of Note**

"When people talk to you on the phone, you're nothing but a voice. And when you're on hold you're not even that. I had to make myself real to 'em." p. 27

"Speak your mind, even if your voice shakes." Maggie Kuhn, Founder of the Gray Panthers

**Essential Questions**

How are people using the garden for their own individual purposes?  
How do people group themselves in the garden? How do people group themselves in daily life?  
Where do you see people sticking to their “own kind”?

**Vocabulary**

- herring
- paradise
- occupation
- mending
- promoting
- pacifism
- moist
- coolies
- achievement
- barbed wire

**Learner Profile**

Find evidence in the text.  
Does she embody any of the other Learner Profile attributes?

**Non-fiction Connections**

Teaching Tolerance—Mix It Up at Lunch Day

**Activities**

- Brainstorm possible ways to seat students for Mix It Up at Lunch Day.
- Create activities to get students to talk to each other.
- Hold a Mix It Up Day and discuss how it went.

**Quotes of Note**

“You’ve seen fishermen mending the rips in their nets. That’s what I do, only with people.” p. 30

“I’ve switched battlefields, from the entire planet to this corner of Cleveland.” p. 30

“God, who made Eden, also wrecked the Tower of Babel, by dividing people. From Paradise, the garden was turning back into Cleveland.” p. 35

**Essential Questions**

Who is in charge of the garden?  
Does someone need to be in charge?  
Do there need to be regulations?  
Have you ever been disappointed by an adult or by someone you trusted? What did you do?  
Why does Virgil narrate his father's story?

**Vocabulary**

- electrocuted
- plantation
- request
- coincidence
- wilt
- hauling
- shriveled
- myths
- slouching

**Learner Profile**

*Reflective*  
How is Virgil reflective? Find evidence in the text.  
Does he embody any of the other Learner Profile attributes?

**Non-fiction Connections**

What exactly is a family farm? How does it differ from a factory farm?  
The Ethics of Factory Farms

**Activities**

- Add Haiti to personal atlases.

**Quotes of Note**

"I'm pretty sure she didn't believe him. But what principal could she send him to?" p. 42

## Essential Questions

How do we recover from adversity?  
What are small ways that I can make a contribution?  
How do they solve problems in the community?

## Vocabulary

- dry cleaning
- alterations
- humid
- funnel

## Learner Profile

*Caring and reflective*

How is Sae Young caring and reflective? Find evidence in the text.  
Does she embody any of the other Learner Profile attributes?

## Non-fiction Connections

Pay It Forward—How Does It Work?  
Best Pay It Forward Stories  
TED Talk: William Kamkwamba: How I harnessed the wind

## Activities

- Create a web connecting the various characters in the novel to each other.
- Brainstorm ideas to Pay It Forward. Invite students to try it out for a week and then discuss as a class.
- Add Korea to students' personal atlases.

## Quotes of Note

"That day I see man use my funnel. Then woman. Then many people. Feel very glad inside. Feel part of garden. Almost like family." p. 50

**Essential Questions**

What do your deeds say about you?  
How does a person go about change who he or she is?  
What motivates people to take action?  
What motivates you to take action?

**Vocabulary**

- deltoids
- deeds
- wilting
- blight
- billiard balls
- sacked out
- “sharecropping”
- “massa”

**Learner Profile**

*Reflective and risk-taker*

How is Curtis reflective and a risk-taker? Find evidence in the text.  
Does he embody any of the other Learner Profile attributes?

**Non-fiction Connections**

Five Facts About Goal Setting  
Advanced Life Skills: Anatomy of Personal Change

**Activities**

- Set some goals for yourself. These can be academic, personal, physical or whatever you want to work on!

**Quotes of Note**

“No chance for words. So I decided to give her some deeds instead.” p. 53

**Essential Questions**

What does the language tell us about the characters?  
What effect is the garden having on the community and the individuals who live there?  
What are some important things in life that can't be seen?

**Vocabulary**

- infants
- prams
- gales
- vegetating
- stroke
- declined
- dignified
- pioneers
- hoeing
- nostrils
- miniatures
- haphazard
- domestic
- suspense
- tragedy
- startling developments
- tremolo
- prescribed
- refuge
- cilantro
- pantomime

**Learner Profile**

*Thinker*

How is Nora a thinker? Find evidence in the text.  
Does she embody any of the other Learner Profile attributes?

**Non-fiction Connections**

Daily Mail On-line: Proof: Gardening is Healthy

**Activities**

- Design your plot in the garden. What would you grow?
- Add England (Great Britain) to personal atlases.

**Quotes of Note**

"We mustn't stop living before our time." p. 59

"That small circle of earth became a second home to both of us. Gardening boring? Never! It has suspense, tragedy, startling developments—a soap opera growing out of the ground." p. 63

"What a marvelous sight it was to behold Mr. Myles' furrowed black face inspecting his smooth-skinned young, just arrived in the world he's shortly leave." p. 63

**Essential Questions**

- What do I see that is beautiful in the world?
- What does it take for a person to change his or her perspective?
- Have you ever shifted your perspective?
- What are examples of the cycle of life in the garden?
- Why do you think the story of Mr. Myles and Maricela are placed next to each other?

**Vocabulary**

- stake
- miscarry
- radish
- gopher
- blimp
- chain gang
- decorum
- daze

**Learner Profile***Open-minded*

- How does Maricela become more open-minded? Find evidence in the text.
- Does she embody any of the other Learner Profile attributes?

**Non-fiction Connections**

- Cycle of Life* by David Beckham
- The Cycle of Life* by Robert Edgar Burns
- Cycle of Destiny--Circle of Life* by Joshua C. Whiting
- The Life-Cycle of a Toy* by Max Reif
- Cycle of Life* by Bernadeth Tolentino
- Cycle of Life (Diamantes)* by Dawn Slanker
- cycle of life* by Rob Sapp
- A Cycle of Love and Life* by Biff McGuire
- The Cycle of Life* by David Martinez

**Activities**

- Draw a life-cycle diagram illustrating the stages of development. You can select a living being (plant, animal, etc.), an object (toy), an idea or time (season, school year).
- Add Mexico to personal atlases.

**Quotes of Note**

"She talked on, how plants don't run on electricity or clock time, how none of nature did. 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, to dinosaurs, to plants, to things that were a million years old. It hit me that this system was much older and stronger than the other. She said how it wasn't some disgrace to be a part of it. She said it was an honor." p. 72

**Essential Questions**

What walls break down when you get to know a person?  
What makes a community?  
How is community created?  
How do I belong to a community?  
What do I need to contribute to a community?  
How do we change our actions based on circumstances.  
What is an eye-opener? How can we keep our eyes open?

**Vocabulary**

- foes
- crevices
- potable
- eerie
- soothing
- immigrants
- stutter
- exploit
- harvest
- particular
- register
- profit

**Learner Profile***Thinker*

How is Amir a thinker? Find evidence in the text.  
Does he embody any of the other Learner Profile attributes?

**Non-fiction Connections**

Sikhs.org: Introduction to Sikhism  
Sikhs' inclusiveness is lesson in fighting bigotry

**Activities**

- Add India to personal atlases.

**Quotes of Note**

"The object in America is to avoid contact, to treat all as foes unless they're known to be friends." p. 73

"But the garden's greatest benefit, I feel, was not relief to the eyes, but to make the eyes see our neighbors." p. 74

"I still do not know, or care, whether she cooks cabbage." p. 77

"A year before she'd claimed that she'd received the wrong change in my store. I was called out to the register. 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 to 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*...' " p. 81

**Essential Questions**

What do we do that is connected to the seasons or the cycle of life?  
How does growing things make the gardeners more human?  
What does the garden mean for each of the different characters?

**Vocabulary**

- homesteaded
- spigots
- arthritis
- retired
- welfare
- glacier
- trowel
- solitary
- idle

**Learner Profile**

*Reflective*

How is Florence reflective? Find evidence in the text.  
Does she embody any of the other Learner Profile attributes?

**Non-fiction Connections**

Center for Community Change

**Activities**

- Add Colorado to personal atlases.

**Quotes of Note**

“One day I looked up and saw a head in a window moving forward and back. It was a man who’d pulled up his rocking chair. He was watching the gardeners like TV” p. 84

“You can’t see Canada across Lake Erie, but you know it’s there. It’s the same with spring. You have to have faith, especially in Cleveland.” p. 86

## Seedfolks

## Conclusion

### Essential Questions

Which characters spoke to you?  
Which characters did you identify with most closely?  
What was it about the garden that each character needed?  
What can we take from the garden?

### Learner Profile

Which characters exemplify the different Learner Profile attributes?

### Activities

As a class, create a quilt square that illustrates an idea from *Seedfolks*. Here are some ideas for starting points:

- Theme
- Characters
- Ideas from non-fiction reading

All squares will be combined into one giant Peirce School quilt.