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# Seedfolks: Individual and Community [7th grade]

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

**Unit Title: Seedfolks: Individual and Community**

**Grade Level: 7<sup>th</sup> Grade**

**Subject/Topic Area(s): Reading**

**Designed By: Vanessa Sanchez**

**Time Frame: 29 Days**

**School District: NEISD**

**School: W. W. Jackson Middle School**

**School Address and Phone: 4538 Vance Jackson, San Antonio, TX 78230**

### **OVERVIEW & STATUS**

#### **Brief Summary of Unit:**

Students will focus on the impact an individual can have on a community. The unit will then move on to a study of individuals who have affected their communities and the affect a community has on the behavior and understanding of an individual. Students will also read and discuss the novel Seedfolks by Paul Fleischman as a connection to the focus of the unit.

Students will use their knowledge of community and individual influence to make a difference within their own community and reflect on the experience.

**Unit: Seedfolks: Individual and Community**  
**Level: 7<sup>th</sup> Grade Reading**

### Stage 1: Desired Results

#### Understandings

*Students will understand that...*

- An individual can have an impact, large or small, on their community.
- Our communities include various cultures.
- Communities have an impact on individuals.

#### Essential Questions

- How does one person impact a community?
- How do I impact my community?
- How does my community affect me?

TEKS:

- 7.11 D Connect, compare, and contrast ideas, themes, and issues across text
- 7.12 F Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
- 7.12 K Recognize how style, tone, and mood contribute to the effect of the text
- 7.14 A compare text events with his/her own and other readers' experiences

#### Knowledge

*Students will know...*

- Dialect affects the text and how we read it.
- Individuals have the power to change the world around them.
- Even people who are different can experience the same emotions and connect on various levels

#### Skills

*Students will be able to...*

- Recognize style and mood.
- Draw inferences based on what they have read and their own experiences
- Connect ideas across the text
- Understand that old age is not a requirement for making a difference in the community.

### Stage 2: Assessment Evidence

#### Performance Task:

How can you help in your home, school and community?

**How do I impact my community?**

Using the guide provided, create a plan for one week in which you will help various people at home, in school and in your community. For each location, focus on an activity you will do to make a difference. As you go through the week, keep a journal to describe your work, respond to the prompts, and reflect on the impact you have seen.

#### Other evidence:

*(Quizzes, tests, academic prompts, self-assessments, etc.*

*note – these are usually included where appropriate in Stage 3 as well)*

Exit slips: Understanding communities, individual impact, character motivation, dialect

Literature Circle Roles: Assigned on Day B

Character Representations: Posters

Writing prompts: Issues in the text

### Stage 3: Learning Activities

*(Steps taken to get students to answer Stage 1 questions and complete performance task)*

Day One

- Give One, Get One: on their own paper, students create a list of words they know related to a community.

- After 3-5 minutes, students get up and travel around the room. As they receive a new word the student writes it down. If their word is repeated the student strikes it out or puts a check next to it to indicate it was repeated.
- At the end of this activity, share the definition provided by the dictionary.
- Students begin a KWL chart to define what they **know** about communities and what we **want to learn**. (on their own paper with a class chart as a template)
- Review how to use a KWL chart and what each segment call for.
- Relate this discussion to the various communities the students live in (home, school, and neighborhood).
- Once students have had time to work on their own charts, use sticky notes to fill in the class chart.
- **Exit Slip:** Create a list of the different communities you are a part of.

#### Day Two

- Class list of communities. Do we agree? Why or why not?
- Refer students to the definition displayed in class.
- Watch KLRN video: “How Customs and Heritage Shape Communities”
- As we watch the video, students are using a double-entry journal format. On the left side, students take notes on the video (facts, new information, etc.) **(Handout # 1)**
- After the video, students work on the right side of the journal. They are writing comments, questions and concerns over what they saw and wrote down on the left side.
- Discussion: **Make a connection between what you have learned today and a community you live in.** What is one thing you do at home that you don’t think anyone else does? How does this one thing impact your community? **How do I impact my community?**

#### Day Three

- How do our individual activities affect our communities? **How does one person impact a community?**
- Watch KLRN video: “How Leaders and Events Shape Communities”
- Analyze the impact the various individuals had on their communities by completing the leader/impact chart. **(Handout #2 )**
- Which individual had the greatest impact? To answer this question, students will prepare a 2-5 minute speech promoting the individual they chose. Allow the students 5-7 minutes to find like-minded people and create the promotional speech.
- **Exit Slip:** Name one individual in your life who has made a positive change in your community. Now name an individual who has made a negative impact.

#### Day Four

- Give the students a few minutes to look over the list of positives and negatives.
- Together, discuss the affect these individuals had on their communities and whether the students believe it could have been prevented.
- **Reflection:** Write a response to the following question – Have you learned something so far that has changed your mind about individuals and communities? Explain.
- Give the students 5-10 minutes to complete the KWL chart from the first day.
- As a class, create a T-chart to compare an individual to a community as a class.
- Questions: What is the difference between an individual and a community? What do we know about communities? What conflicts can occur between an individual and his/her

community?

#### Day Five and Six

- All students participate in a Four Corners activity centered on the role an individual plays in a community. **(Handout #3)**
- Hand out the F.C. sheet and give students 5-10 minutes to answer the statements and write their reasoning in complete sentences.
- Once time is called, students move to one of the four corners and begin discussing what the group will share with the rest of the class. (why are they there and the reasoning behind the decision). As students discuss, I will move around the room listening in and sharing my thoughts.
- Each corner chooses a speaker to share. After all corners have shared, give students an opportunity to respond to all they have heard.
- Bring the class back together by sharing your reasoning for including the statement and positive things you heard.
- Continue on to the next statement.
- **EQs:** How does one person impact a community? How do I impact my community?
- **Exit slip:** Does an individual have to do something big to make a difference in a community?

#### Day Seven

- Read a news article on a community garden from SA Express News. **(Handout #4)**
- Discuss the benefits of having a communal space. Connect the idea of community to neighborhoods and the school.
- Questions: Where are the communal spaces in the school and neighborhood? What responsibilities do we have in these spaces?

#### Day Eight

- Introduce the novel Seedfolks by Paul Fleischman.
- Go over the format of the novel; each chapter is a different character and no character is repeated. Discuss *dialect* (a certain way of speaking; using language related to one group) and the affect it has on the perception of the reader.
- Highlight the important issues the characters face in the community. (time period {depression}, pregnancy, racial tension, agoraphobia, etc.)
- Read a question and answer session by Paul Fleischman regarding his novel.
- As a group, discuss his responses and how it affects our understanding of the novel.
- Review what we know about the novel from the session and check for understanding.
- Discuss the expectations for the rest of the unit, responsibilities of the groups and review the literature circle role cards (*discussion leader, summarizer, illustrator, connector, character analyzer, vocabulary detective, quotation seeker*)

#### Day Nine

- Tea Party the first two characters (Kim and Ana). Hand each student at least one phrase or sentence from the chapter (**on index cards, but here on pg. 14**). Walk around the room, shake hands with others and share the sentences/phrases.
- At the end of the activity, draw together as a class to discuss the ideas students have about the characters and the overall novel.
- Break students into their groups for the rest of the unit. (4 groups)

- Provide a few minutes to plan out the various lit. circle roles.
- Each group has one folder to put their assignments in that will be kept in the classroom.
- **Exit slip:** How do you think these characters will impact their community?

#### Day Ten

- Again, post the ideas from the exit slip on day nine in the room. As we read, discuss what we have read and if our predictions proved true or not.
- As a class, read the first character (Kim). This serves as an example of the thought process to reading and to lay the groundwork of expectations in reading each character.
- Each student has a packet of “Say Something” cards. (make a comment, make a prediction, clarify something, make a connection, and ask a question). Here I have included a quarter sheet to hand out instead. **(Handout #5)**
- As we read, pause at various points to respond to any questions, comments, etc.
- Questions to include in the discussion: What is the overall mood of Kim’s chapter? What makes Kim an individual? Why is Kim planting? Compare/contrast yourself/someone you know to Kim.
- As these questions are answered and more information is gathered assign a student as the recorder to fill-in the class chart. The chart is a grid to gather information on all the characters as we read. Students will receive the chart on this day to complete as they read. **(Handout #6)**

#### Day Eleven (Day A)

- Each student receives the group guidelines for the rest of the novel. Each group is responsible for reading 3 characters, using the literature circle cards, responding to all exit slips and creating a poster to share the information. This handout will also include the rubric for the character poster **(Handout #7)**
- Begin reading the first characters, using the role cards and discussing the character.
- **Exit slip:** What does the dialect indicate about the character? What is the mood and tone of this character?

#### Day Twelve (Day B)

- As a group, create a poster on butcher paper to use in a presentation. You must deliver important information to the rest of the class to help them understand this character and how he/she is connected to the community garden.
- Remind students that the rubric can be found on the back of the project guidelines.

#### Day Thirteen (Day C)

- Present character posters to the class.
- Each presentation should take up to 5 minutes. At this point, allow 2-3 minutes for questions.
- As the presentations are given, students will complete a handout which will give them the space to collect information on the various characters. **(Handout #8)**
- At the end of the presentations, discuss how the four characters are interacting as individuals in this community. **How has the “new” community impacted the individuals?**
- Students discuss the characters, work on the character chart, and offer items for the class chart.

#### Day Fourteen (Day A)

- Read the second character. Again, use the literature role cards.
- **Exit slip:** Complete the character pyramid. (**Handout #9**).

#### Day Fifteen (Day B)

- Each group creates the second poster. Remind them about the important information they must include.
- **Exit slip:** As an individual in this classroom, how have you positively or negatively affected your group?

#### Day Sixteen (Day C)

- Present character posters.
- Again, students will focus on information provided with the handout.
- Discuss all of the characters we have read up to this point.
- Questions to consider: How are these characters connected? Are there any problems in the garden? If so, what are the possible solutions? Who is becoming a leader in the community?

#### Day Seventeen (Day A)

- Read the third character using the role cards.
- **Exit slip:** How are the individuals coming together as a community?

#### Day Eighteen (Day B)

- Create the character poster.
- Remind students of the key elements they must incorporate in the poster.

#### Day Nineteen (Day C)

- Share the character posters.
- Allow time for questions and answers.
- As a class, discuss how the characters are connected in the community.
- In groups, students complete the character chart.
- Bring everyone back together to allow students the chance to share their ideas on the various characters.

#### Day Twenty

- Students will receive the final Seedfolks handout which focuses on the overall theme of the novel. (**Handout #10**)
- Allow 10-15 minutes to complete the handout.
- As a class discuss the theme and major ideas found in the novel.
- Tie the book to the lives of the students by comparing the community and individuals in the novel to those found around the students.
- Questions: How did the individuals in the novel resemble people from our lives? Explain how the various individuals' points of view affected others in the novel. How are we affected by individuals in our community?

#### Day Twenty-One

- Begin discussing the final project (**Handout #11**).
- As individuals, students have the opportunity to make a difference in various communities (home, school and neighborhoods).

- Watch a clip from *Pay It Forward* in which the main character describes his idea of how one person can affect the world.
- Discuss the clip.
- Questions: Is this truly possible? Will this idea work? Why or why not?
- Play “What’s Going On” sung by various artists. Students have a handout of the lyrics to reach a better understanding. **(Handout #12)**
- Students highlight the phrases that stand out to them and write comments/responses to the song.
- Questions: How does this affect you? What are these individuals achieving in our community?
- On the wall, we have a piece of butcher paper to hold the comments and ideas students have in response to the songs played throughout the next week. As students work on assignments, they can take the opportunity to write on the poster.

#### Day Twenty-Two

- As the students work on their project on their own, we are moving from a focus on the individual to a focus on the community and its affect on the individual.
- Chalk Talk: Take students into the hallway for this exercise. Post 4-5 scenarios on the walls. The over-arching idea to keep in mind: **How does my community affect me?** Students go through once and answer all scenarios, and then they go back through and read what others have written and respond.
- For all scenarios, students consider how these communities affect their behavior, diction, attitude, etc.
- Scenario 1: Sitting at home with mom, dad, grandma, and siblings.
- Scenario 2: In class with five of your friends. The teacher has just asked for your idea on a topic.
- Scenario 3: Walking through the mall with a group of friends.
- Scenario 4: Moving from Jackson to a school in Alamo Heights.
- Scenario 5: As a foreign exchange student, you move from Jackson to Germany.

#### Day 23

- **Reflection:** We have three basic communities: home, school, and neighborhood. For all three analyze the affect it has on you.
- Questions: How does this location affect you? What have you decided about yourself based on what you have experienced in this location? If something changed in this community, what would that do to you?
- Play “What a Wonderful World” by Louis Armstrong. **(Handout #13)**
- Questions: What image sticks in your mind? What is so wonderful about our communities? Does this song change your perspective on your world?
- Watch previously recorded clips of common TV shows that highlight individuals who make a difference in their communities.
- Questions: What is the appeal of these shows? What is their goal? In what way do these shows connect to and impact the communities that tune in?

#### Day Twenty-Four

- Play “Man in the Mirror” by Michael Jackson. **(Handout #14)**
- Questions: What does MJ mean by the “man in the mirror”? What is powerful in this song?



- Split your paper into three parts.
- In each section, create a representation of you within your three communities. Include an explanation for why you change.
- This representation can be in the form of a song, poem, illustration, collage made with cutouts, words/phrases, etc.

#### Day Twenty-Five

- Play “Waiting on the World to Change” by John Mayer. (**Handout #15**)
- Questions: How does this song relate to the community affecting an individual? What is Mayer’s goal for writing this song? Would this song be a positive influence on one of our communities? If so, which one and why?
- Generate a list of things in our communities which are affecting us. Include current events such as politics, expenses, new construction, etc.
- With the list, students create a diagram of cause and effect. The cause = events/things in the community and the effect = on the student.

#### Day Twenty-Six

- Play “Hands” by Jewel. (**Handout #16**)
- Questions: What is her idea for this song? Is this positive or negative?
- Bring in news articles from around the world.
- Focus on the front page of various newspapers. Break the class into stations.
- At each station, include one front page, butcher paper, markers.
- In each station students create a concept map. In the center, write the main ideas of the page. Sparking off of that, students write ideas for how this community is affected by what they read.

#### Day 27-29

- Students present their project. What was done, how it felt to make a difference, etc.
- Students answer these questions as they actively listen to the presentation: What did this student do to make a difference in the community? How can you apply this to your life? What could your partner have done to make the project better? (**Handout #17**)

Handout #1

Name \_\_\_\_\_ Period \_\_\_\_ Date \_\_\_\_\_

Double-Entry Journal

Ideas/Facts from Video	Reaction/Connection

Handout #2

Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

Video: Leaders and Communities

Leader/Event	Community	What was the impact?	Your Thoughts

## **FOUR CORNERS: INDIVIDUAL AND COMMUNITY**

**DIRECTIONS: READ THE FOLLOWING STATEMENTS, CIRCLE YOUR RESPONSE AND WRITE AN EXPLANATION.**

1. It is easy for an older person to make a difference in your community.

Strongly Disagree    Disagree                      Agree                      Strongly Agree

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2. One person can make a difference in his/her community.

Strongly Disagree    Disagree                      Agree                      Strongly Agree

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3. People who do good things always know *exactly* whom they will affect.

Strongly Disagree    Disagree                      Agree                      Strongly Agree

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4. People listen to each other and respect others' opinions.

Strongly Disagree    Disagree                      Agree                      Strongly Agree

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5. It is easy for *you* to make a difference in your school.

Strongly Disagree    Disagree                      Agree                      Strongly Agree

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## Handout #4

### A new crop

**San Antonio Express-News (TX) - May 24, 2008**

*Author: Colin McDonald, STAFF*

Ian had never eaten an eggplant until he saw one growing in a community garden.

The purple fruit with a pale inside had little appeal to the 8-year-old when it appeared on his dinner plate, said his mother, Ronee Anderson. Then, with his skateboard in tow, Ian started following her to the garden on Jacobs and South Presa streets where she waters most Monday evenings.

Somehow, seeing produce go from garden to kitchen to table made it cool to eat.

Although zucchini has made the same trip, it is still in the "ick" category, she said.

In the last year, the number of community gardens in San Antonio has quadrupled, from four to 16, thanks in large part to the Green Spaces Alliance of South Texas, formally known as the Bexar Land Trust.

The nonprofit is helping eight other gardens find the combination of land, grant money and volunteers to get started, said Angela Hartsell, the community garden coordinator.

The organization filled a void after the San Antonio Water System and Bexar County Master Gardeners stopped their community gardening programs, Hartsell said.

The idea is nothing new. World War II rationing created Victory Gardens throughout San Antonio, and since then their popularity has waxed and waned. Hartsell said she is seeing a resurgence spurred by rising food costs, a desire of a younger generation to emulate what their parents and grandparents did and a stronger sense of community.

The garden on South Presa got its start at a party following the King William Parade last year. Architect Darryl Ohlenbusch had a vacant lot with no immediate plans, and some folks at the party wanted to start a garden.

"From the very beginning we very much wanted to work with the immediate neighborhood," Ohlenbusch said. "But by and large the initial group did not live in the neighborhood."

The group met over vegetarian potlucks and held a fundraiser with bands, a yo-yo performer and a belly dancer. That raised enough money to buy some soil and make a few elevated beds between used railroad ties taken from the side of the nearby tracks.

But the soil had been leached by the summer rains and contained few nutrients. The plantings did poorly.

Still, volunteers kept showing up.

"Half the friends I have now I would not have known without the garden," said Marc Toppel, one of the more dedicated members.

Having lived in San Antonio for little more than a year, Toppel said he found himself sticking around the Alamo City more on the weekends and going to bed early on Friday nights to make the Saturday morning work parties.

With little experience growing things, Toppel said he did not know it was a bad season that first year. The garden still produced some vegetables and he had fun.

Locals, like Anderson, noticed the work as well and the following spring started showing up to help.

That community involvement is as essential as the gardening, Hartsell said. The group sponsors workshops on keeping people involved.

In comparison, she said, gardening is the easy part.

Watching her son work to start a garden, Mary Ann Ohlenbusch smiled. A lifelong gardener and one of the women behind the trees planted along the Mission Trail, she knows the difficulties of entrusting the health of plants to volunteers.

After the bad soil incident, she said, she did not think they would come back, but they did.

**Caption:** 1. Kristin Wheeler (left) and Melissa Malick install an automated irrigation system for the South Presa Community Garden. The idea for the garden came during a party after the King William Parade last year. 2. Yvonne Saucedo adds freshly picked tomatoes to the morning's yield of vegetables from the South Presa garden. PHOTOS BY LISA KRANTZ/STAFF

**Edition:** STATE&METRO

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**Page:** 01B

**Index Terms:** News - Local

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Phrases from Kim and Ana for Tea Party (place on 30 index cards)

I was nine years old  
Still hoped that perhaps his eyes might move  
Might notice me  
After the evening feast, I'd been wakened by my mother's crying  
The sidewalk was completely empty  
Here in Cleveland people call it spring  
I stood tall and scouted  
I'd never entered the lot before  
Then I told myself that I must show my bravery  
I had to keep my project safe  
I had no such memories to cry over  
He would see my patience and my hard work  
I would show him that I was his daughter  
I vowed to myself that those beans would thrive  
I nearly stepped on two rats gnawing and froze  
I've seen history out this window  
They weren't the first, or the last  
This has always been a working-class neighborhood  
Buildings abandoned  
Always the sirens, people killing each other  
New languages in the shops and on the street  
She was burying something  
My curiosity was like a fever inside me  
Then the truth of it slapped me full in the face  
"What have you done?"  
*Everybody left, like rats*  
I saw something strange  
After twenty years typing for the Parole department...  
I worked my way through that awful jungle  
I knew I'd done them harm

Handout #5

## **Say Something**

As we read, we will stop to say something about what we are reading.

*This can come in five forms:*

**Making a Prediction**

**Making a Comment**

**Clarifying Something Confusing**

**Asking a Question**

**Making a Connection**

*And it sounds like:*

("I think that this will happen...")

("I like/dislike" this because...")

("Now I understand why...")

("Who is \_\_\_\_\_?")

("I remember when this happened to a friend of mine...")

## **Say Something**

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("Now I understand why...")

("Who is \_\_\_\_\_?")

("I remember when this happened to a friend of mine...")



Handout #6

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**Seedfolks Character Chart: Descriptions, Motivation, Analysis**

Directions: As we complete the chart in class it is your job to fill in this chart.

Name	Ethnicity	What plant does the character choose to grow and why?	What brings this character to the garden?	What does this character gain from being in the garden?	How does this individual impact his/her community?
Kim					
Ana					
Wendell					
Gonzalo					
Leona					
Sam					

Name	Ethnicity	What plant does the character choose to grow and why?	What brings this character to the garden?	What does this character gain from being in the garden?	How does this individual impact his/her community?
Virgil					
Sae Young					
Curtis					
Nora					
Maricela					
Amir					
Florence					

## Schedule for Seedfolks by Paul Fleischman Individuals affecting a community

### Day A

- Read your chapter.
- Discuss the character by using the literature circle role cards. All jobs must be completed and turned in at the end of the unit.
  - You may switch jobs within your group but remember that the entire group is responsible for the work.
- Complete the daily assignment (ex. Exit slip, questions, etc.)

### Day B

- Create a group poster for your chapter. You must include the following:
  - An image of the character
  - Summary
  - Key words or phrases
  - How did this individual affect the community?
  - Key graphics
  - Extras

### Day C

- Share each poster
- Discuss the individuals and how they connect in their community
- Participate in class discussions and the class chart

**Groups:** As we go along, individuals will be evaluated in several ways.

- a. effort
- b. working with group members
- c. exit slips
- d. questions
- e. posters

Group 1	Group 2	Group 3	Group 4
Ana 5-10	Wendell 11-16	Gonzalo 17-22	Leona 23-28
Sam 29-35	Virgil 36-44	Sae Y. 45-50	Curtis 51-58
Nora 59-65	Maricela 66-72	Amir 73-81	Florence 82

Character Representation: Poster

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
<b>Required Elements</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Peer Cooperation</b>	Worked well with entire group. On task almost all of the time.	Worked well with entire group. On task most of the time.	Worked well with group. Reminded of job several times.	Did not work well with group. Failed to complete assignment

Character Representation: Presentation

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Preparedness</b>	Students are completely prepared and have obviously rehearsed.	Students seem pretty prepared but might have needed a couple more rehearsals.	The students are somewhat prepared, but it is clear that rehearsal was lacking.	Students do not seem at all prepared to present.
<b>Collaboration with Peers</b>	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
<b>Comprehension</b>	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
<b>Uses Complete Sentences</b>	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
<b>Listens to Other Presentations</b>	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.

Handout #8  
Name \_\_\_\_\_

As you listen to the presentations, think about how the new characters relate to what you have learned about your character.  
List at least 3 connections or facts

Period \_\_\_\_ Date \_\_\_\_\_

Character:

- 1.
- 2.
- 3.

Question:

Character:

- 1.
- 2.
- 3.

Question:

Character:

- 1.
- 2.
- 3.

Question:

Character:

- 1.
- 2.
- 3.

Question:

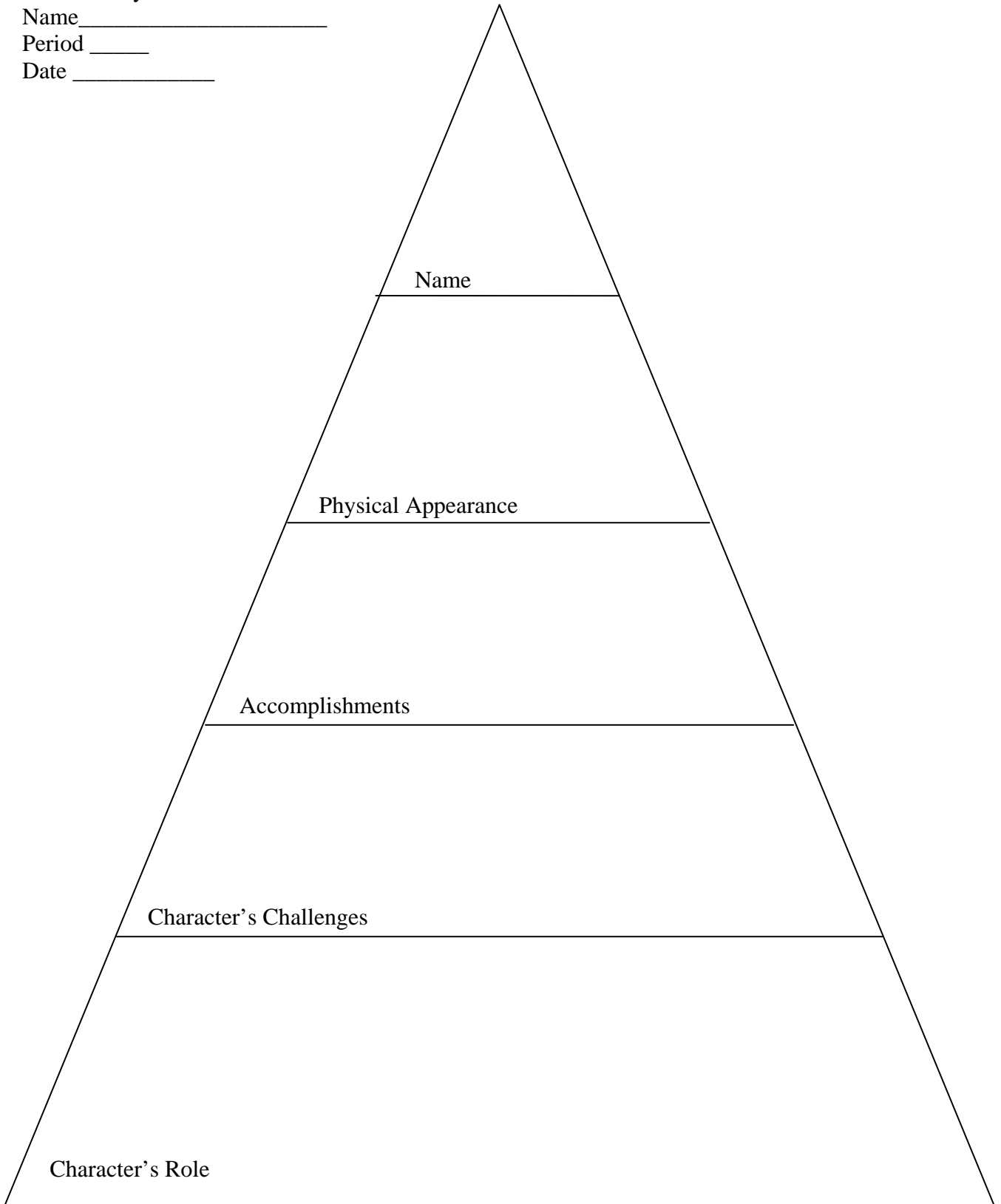
Handout #9

Character Pyramid

Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_



Seedfolks Meaning and Roots

The **theme** of a story is its main idea or insight into life.

Analysis Questions	Responses
What is the significance of the title?	
Do the characters change over the course of the novel? Do they come to any new realizations? Provide examples and explain.	
What general statements about life or people do any of the characters make?	
Is the primary theme directly stated? What is the theme?	
How do our essential questions connect to the novel?	
Which character do you connect with the most? Why?	

## Individuals and the Community Final Project

How can you help in your home, school and community?

Using the guide provided, create a plan for one week in which you will help various people at home, in school and in your community. For each location, focus on one activity you will do to make a difference. As you go through the week, keep a journal to describe your work, respond to the prompts, and reflect on the impact you have seen. Remember, these are only suggestions.

### Guide for the Week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
-Take out the trash -Wash the dishes -Walk the dog -Collect recycling -Pick up trash -Help a neighbor your family knows	-Sit with someone new -Be kind to someone -Volunteer to help someone	-Help someone with homework -Help a teacher -Say something nice to someone	-Do not say anything mean for one day -Be a better friend -Help a sibling or friend with homework -Do a chore at home without being asked	-Volunteer to help a teacher -Walk with someone to lunch -Invite someone to sit with you -Help a neighbor your family knows	-In every classroom, pick something up off the floor -Volunteer to babysit without payment -Spend time with someone who is older (grandparents)	-Volunteer at a local program that helps the community -Do something to improve your community -Help around the house

*Journal Prompts: Answer each prompt with at least 7 complete sentences. Every day start with a reflection of what you did and how you felt.*

Sunday: What did you do to make a difference today? Who appreciated it?

Monday: Explain the difference you made at school today.

Tuesday: How can an individual stand out in the school community?

Wednesday: Is it better to make a difference anonymously or with a lot of recognition?

Thursday: What was something new you learned today that connected to this project?

Friday: If every person did what you did today, how would that make a difference?

Saturday: Can an individual make a difference that will last?



## Handout #12

# ALL-STAR TRIBUTE LYRICS

### "What's Going On?"

1 [P Diddy:]

What's Going On

[Jermaine Dupri:]

Tell Me

[P Diddy:]

People Dying

People Crying

Lord help us

[Bono:]

Mother, mother

There's too many of you crying

[Gwen Stefani:]

Oh, brother, brother, brother

There's far too many of you dying

[Jermaine Dupri:]

That's Right

[Aaron Lewis:]

You know we've got to find a way

To bring some lovin' here today

[Nona Gaye:]

Oh my father, father

We don't need to escalate

[Backstreet Boys:]

You see war is not the answer

[Nona Gaye/Backstreet Boys:]

For only love can conquer hate

[Christina Aguilera:]

You know we've got to find a way

To bring some lovin' here today

[Britney Spears:]

Barricades, can't block our way

[J-Lo:]

Don't punish me with brutality

[Destiny's Child:]

Talk to me

So you can see

[Destiny's Child/Britney Spears:]

[First Chorus]

Oh what's going on

What's going on

Yeah what's going on

Ahh what's going on

2 [Ja Rule:]

What's going on in a world filled with pain

Where's the love for which we pray

What's going on

When our children can't play

Homeless can't eat

There's got to be a better way

What's going on

When we politically blind

Can't see the signs of endangered times

What's going on

[Nelly Furtado:]

Ah tell me

What's going on in the world today

I'd rather be dead

Than turn my head away

We gotta first world vision to complete, to lift our

Hands in the air and cry for a switch

[Michael Stipe:]

Father, father

[P Diddy:]

Father help us, come on

[Michael Stipe:]

Everybody thinks we're wrong

[Alicia Keys:]

Oh, but who are they to judge us

Together we can all be strong

[P Diddy:]

United we stand, Divided we fall

[N'Sync:]

Oh you know we've got to find a way

[Mary J. Blige:]

To bring some understanding here today

[N'Sync:]

Barricades can't block our way

[Darren Hayes (Savage Garden):]

Don't punish me with brutality

[N'Sync:]

Baby talk to me

So you can see

[Second chorus]

Yeah, what's going on

Hey, what's going on

Somebody tell me what's going on

I'll tell you what's goin' on-uh

[Nelly:]

What's going on 'cross seas

Every minute a child dies by this disease

In record numbers indeed

Got mamma's crying out please

My baby hold on  
3 My child ain't done nothing wrong  
Still I want to holler  
Ask them why they don't bother  
Oh no, oh no  
Make me turn to my father  
And ask him why they all got a trapped soul

*[Nas:]*

I can feel what was bothering Marvin  
Why his words forever remain  
Dealing with these modern day problems  
'Cause of ignorance surrounding me and my constituents  
Too many infected  
Too many lives diminishing  
Nobody say Protestants, Jews, Blacks, and Whites, Latinos and  
Asians  
Pray together  
Less fight  
We better unite  
As genocide chemical war  
And the rich and the poor  
Know that God delivers a cure

*[Eve:]*

It's a shame our reality is devastating  
People praying for a cure  
Dying while they're waiting  
Ask the Lord for the comfort and strength to face it  
All the kids with dreams  
Won't get the chance to chase it  
Makes me sad  
Think about the lives they would've had  
Think about the orphan babies got no moms and dads

How can we sit back and not try to make it right  
4 We gotta come together  
We gotta fight for life

*[Fred Durst:]*

Somebody tell me what's going on  
(what's going on)  
We got human beings using humans for a bomb  
But everyone wanna live  
Don't nobody really want to die  
You feeling me right  
I can't be watching people die  
(die)  
And watching people cry  
Let me break it down for a minute  
If there's enough room here for you and me  
There's plenty of room for some humanity

Somebody tell me what's going on  
(what's going on)  
Somebody tell me what's going on  
(what's going on)  
Somebody tell me what's going on  
(what's going on)  
Somebody tell me what's going on  
(what's going on)  
Somebody tell me what's going on  
(what's going on)  
Somebody tell me what's going on  
(what's going on)  
Somebody tell me what's going on  
(what's going on)  
Somebody tell me what's going on  
(what's going on)  
Somebody tell me what's going on  
(what's going on)

## Handout #13

### “What a Wonderful World” by Louis Armstrong

I see trees of green..... red roses too  
I see em bloom..... for me and for you  
And I think to myself.... what a wonderful world.

I see skies of blue..... clouds of white  
Bright blessed days....dark sacred nights  
And I think to myself .....what a wonderful world.

The colors of a rainbow.....so pretty ..in the sky  
Are also on the faces.....of people ..going by  
I see friends shaking hands.....sayin.. how do you do  
Theyre really sayin.....i love you.

I hear babies cry..... I watch them grow  
Theyll learn much more.....than Ill never know  
And I think to myself .....what a wonderful world

(instrumental break)

The colors of a rainbow.....so pretty ..in the sky  
Are there on the faces.....of people ..going by  
I see friends shaking hands.....sayin.. how do you do  
Theyre really sayin... \*spoken\*(I ....love....you).

I hear babies cry..... I watch them grow  
\*spoken\*(you know their gonna learn  
A whole lot more than Ill never know)  
And I think to myself .....what a wonderful world  
Yes I think to myself .....what a wonderful world

## Handout #14

### “Man in the Mirror” by Michael Jackson

1 I'm Gonna Make A Change,  
For Once In My Life  
It's Gonna Feel Real Good,  
Gonna Make A Difference  
Gonna Make It Right . . .

As I, Turn Up The Collar On My  
Favourite Winter Coat  
This Wind Is Blowin' My Mind  
I See The Kids In The Street,  
With Not Enough To Eat  
Who Am I, To Be Blind?  
Pretending Not To See  
Their Needs  
A Summer's Disregard,  
A Broken Bottle Top  
And A One Man's Soul  
They Follow Each Other On  
The Wind Ya' Know  
'Cause They Got Nowhere  
To Go  
That's Why I Want You To  
Know

I'm Starting With The Man In  
The Mirror  
I'm Asking Him To Change  
His Ways  
And No Message Could Have  
Been Any Clearer  
If You Wanna Make The World  
A Better Place  
(If You Wanna Make The  
World A Better Place)  
Take A Look At Yourself, And  
Then Make A Change  
(Take A Look At Yourself, And  
Then Make A Change)  
(Na Na Na, Na Na Na, Na Na,  
Na Nah)

I've Been A Victim Of A Selfish  
Kind Of Love  
It's Time That I Realize  
That There Are Some With No  
Home, Not A Nickel To Loan  
Could It Be Really Me,  
Pretending That They're Not  
Alone?

2 A Willow Deeply Scarred,  
Somebody's Broken Heart  
And A Washed-Out Dream  
(Washed-Out Dream)  
They Follow The Pattern Of  
The Wind, Ya' See  
Cause They Got No Place  
To Be  
That's Why I'm Starting With  
Me  
(Starting With Me!)

I'm Starting With The Man In  
The Mirror  
(Ooh!)  
I'm Asking Him To Change  
His Ways  
(Ooh!)  
And No Message Could Have  
Been Any Clearer  
If You Wanna Make The World  
A Better Place  
(If You Wanna Make The  
World A Better Place)  
Take A Look At Yourself And  
Then Make A Change  
(Take A Look At Yourself And  
Then Make A Change)

I'm Starting With The Man In  
The Mirror  
(Ooh!)  
I'm Asking Him To Change His  
Ways  
(Change His Ways-Ooh!)  
And No Message Could've  
Been Any Clearer  
If You Wanna Make The World  
A Better Place  
(If You Wanna Make The  
World A Better Place)  
Take A Look At Yourself And  
Then Make That . . .  
(Take A Look At Yourself And  
Then Make That . . .)  
Change!

I'm Starting With The Man In  
The Mirror,  
(Man In The Mirror-OhYeah!)

3 I'm Asking Him To Change  
 His Ways  
 (Better Change!)  
 No Message Could Have  
 Been Any Clearer  
 (If You Wanna Make The  
 World A Better Place)  
 (Take A Look At Yourself And  
 Then Make The Change)  
 (You Gotta Get It Right, While  
 You Got The Time)  
 ('Cause When You Close Your  
 Heart)  
 You Can't Close Your . . .Your  
 Mind!  
 (Then You Close Your . . .  
 Mind!)  
 That Man, That Man, That  
 Man, That Man  
 With That Man In The Mirror  
 (Man In The Mirror, Oh Yeah!)  
 That Man, That Man, That Man  
 I'm Asking Him To Change  
 His Ways  
 (Better Change!)  
 You Know . . .That Man  
 No Message Could Have  
 Been Any Clearer  
 If You Wanna Make The World  
 A Better Place  
 (If You Wanna Make The  
 World A Better Place)  
 Take A Look At Yourself And  
 Then Make A Change  
 (Take A Look At Yourself And  
 Then Make A Change)  
 Hoo! Hoo! Hoo! Hoo! Hoo!  
 Na Na Na, Na Na Na, Na Na,  
 Na Nah  
 (Oh Yeah!)  
 Gonna Feel Real Good Now!  
 Yeah Yeah! Yeah Yeah!  
 Yeah Yeah!  
 Na Na Na, Na Na Na, Na Na,  
 Na Nah

4 (Ooooh . . .)  
 Oh No, No No . . .  
 I'm Gonna Make A Change  
 It's Gonna Feel Real Good!  
 Come On!  
 (Change . . .)  
 Just Lift Yourself  
 You Know  
 You've Got To Stop It.  
 Yourself!  
 (Yeah!-Make That Change!)  
 I've Got To Make That Change,  
 Today!  
 Hoo!  
 (Man In The Mirror)  
 You Got To  
 You Got To Not Let Yourself . . .  
 Brother . . .  
 Hoo!  
 (Yeah!-Make That Change!)  
 You Know-I've Got To Get  
 That Man, That Man . . .  
 (Man In The Mirror)  
 You've Got To  
 You've Got To Move! Come  
 On! Come On!  
 You Got To . . .  
 Stand Up! Stand Up!  
 Stand Up!  
 (Yeah-Make That Change)  
 Stand Up And Lift  
 Yourself, Now!  
 (Man In The Mirror)  
 Hoo! Hoo! Hoo!  
 Aaow!  
 (Yeah-Make That Change)  
 Gonna Make That Change . . .  
 Come On!  
 (Man In The Mirror)  
 You Know It!  
 You Know It!  
 You Know It!  
 You Know . . .  
 (Change . . .)  
 Make That Change.

## Handout #15

### "Waiting On The World To Change" by John Mayer

Me and all my friends  
We're all misunderstood  
They say we stand for nothing and  
There's no way we ever could

Now we see everything that's going wrong  
With the world and those who lead it  
We just feel like we don't have the means  
To rise above and beat it

So we keep waiting  
Waiting on the world to change  
We keep on waiting  
Waiting on the world to change

It's hard to beat the system  
When we're standing at a distance  
So we keep waiting  
Waiting on the world to change

Now if we had the power  
To bring our neighbors home from war  
They would have never missed a Christmas  
No more ribbons on their door  
And when you trust your television  
What you get is what you got  
Cause when they own the information, oh  
They can bend it all they want

That's why we're waiting  
Waiting on the world to change  
We keep on waiting  
Waiting on the world to change

It's not that we don't care,  
We just know that the fight ain't fair  
So we keep on waiting  
Waiting on the world to change

And we're still waiting  
Waiting on the world to change  
We keep on waiting waiting on the world to change  
One day our generation  
Is gonna rule the population  
So we keep on waiting  
Waiting on the world to change

We keep on waiting  
Waiting on the world to change

**"Hands" by Jewel**

If I could tell the world just one thing  
It would be that we're all OK  
And not to worry 'cause worry is wasteful  
And useless in times like these  
I won't be made useless  
I won't be idle with despair  
I will gather myself around my faith  
For light does the darkness most fear  
My hands are small, I know  
But they're not yours, they are my own  
But they're not yours, they are my own  
And I am never broken  
Poverty stole your golden shoes  
It didn't steal your laughter  
And heartache came to visit me  
But I knew it wasn't ever after  
We'll fight, not out of spite  
For someone must stand up for what's right  
'Cause where there's a man who has no voice  
There ours shall go singing  
My hands are small I know  
But they're not yours, they are my own  
But they're not yours, they are my own  
I am never broken  
In the end only kindness matters  
In the end only kindness matters  
I will get down on my knees, and I will pray  
I will get down on my knees, and I will pray  
I will get down on my knees, and I will pray  
My hands are small I know  
But they're not yours, they are my own  
But they're not yours, they are my own  
And I am never broken  
My hands are small I know  
But they're not yours, they are my own  
But they're not yours, they are my own  
And I am never broken  
We are never broken  
We are God's eyes  
God's hands  
God's mind  
We are God's eyes  
God's hands  
God's heart  
We are God's eyes  
God's hands  
God's eyes  
We are God's hands  
We are God's hands

Presentations: Active Listening and Engagement

Name	What did this student do?	Was it: Good, OK, Bad	How can you use this in your life? How can this be better?