

Seedfolks



INTRODUCTION

BRIEF BIOGRAPHY OF PAUL FLEISCHMAN

Fleischman was born in Monterey, California. He's the son of Sid Fleischman, who is also a renowned children's author. Both of Paul's parents inspired *Seedfolks*: his father because he kept a hobby garden to take breaks from writing, and his mother because she volunteered in organic and community gardens as well as community and then organic gardens. When Fleischman was 19, he left his home country and spent several years living in an 18th-century house in New Hampshire, an experience that influenced many of his historical fiction novels. He then went on to attend the University of California, Berkeley, and the University of New Mexico. Fleischman wrote his first novels while he was still in college, though it was the books he wrote in the 1980s that earned him major accolades. He won the 1989 Newbery Medal for *Joyful Noise: Poems for Two Voices*. This is one of several of Fleischman's novels that reflect his love of music; he's said that as a child, he wanted to write music, but he hesitated rather than write books. Like *Joyful Noise*, books *Am Phoenix: Poems for Two Voices* and *Big Talk: Poems for Four Voices* are intended to be read out loud by multiple readers. Several of his other novels, including *Seedfolks*, have been adapted into plays. Fleischman has two sons and a stepdaughter, and he lives in his hometown of Monterey, California, with his wife.

HISTORICAL CONTEXT

Seedfolks draws on the American history of community gardens, but it also touches on Cleveland's status as an immigrant destination and on the history of gardening there generally. Cleveland, Ohio, made the leap from minor city to a major manufacturing hub during the American Civil War. It then became a destination for immigrants from Southern and Eastern Europe, as well as Ireland. Because of the influx of immigrants, Cleveland's population more than doubled between 1860 and 1870. In the decades to follow and into the 20th century, many Black Southerners moving North in the Great Migration settled in Cleveland as well. In the late 19th century and the first few years of the 20th century, Cleveland was associated strongly with the City Beautiful movement. Proponents believed that making cities beautiful through parks and grand architecture would improve life for poor and working-class residents, as well as create moral and civil virtue. The Cleveland Mall, an expansive public park in Cleveland, is one of the best examples of the City Beautiful ideal. The history of community gardens, however, is much older and stretches back thousands of years. The idea is simple: as a

community garden simply refers to a communal area where people can have a plot to grow produce or flowers. Studies have found that community gardens have numerous positive effects including helping people exercise, decreasing food insecurity, and decreasing instances of crime. Turning vacant lots into community gardens, as in the novel, has become especially common in Detroit, Michigan. This can sometimes cause issues because of zoning laws that designate these lots as commercial or residential rather than agricultural, meaning that they could eventually be developed at the expense of the garden. However, since support for community gardens tends to be strong, several cities have retroactively re-zoned vacant lots to protect the gardens from development.

RELATED LITERARY WORKS

The idea that a garden can be a healing force that brings people together isn't unique to *Seedfolks*. Indeed, the children's classic, Frances Hodgson Burnett's *The Secret Garden*, portrays its titular garden as capable of healing illness and curing children of bad attitudes and behaviors. Other children's novels that portray the natural world as a place where kids can learn about the world around them include L.M. Montgomery's *Anne of Green Gables* and *James and the Giant Peach* by Roald Dahl. Nature's healing power is an especially common theme in dystopian novels that take place in the future, like Scott Westerfeld's *Uglies* series and Suzanne Collins's *The Hunger Games* series. In books like these, characters must find relief from a dangerous and lacking manmade world—and figure out how to fix it—in nature. Given that it packs healing, community and the immigrant experience, *Seedfolks* fits in with novels as varied as *American Street* by Jaci Jones, *How the Garcia Girls Lost Their Accents* by Julia Alvarez, and the short story collection *Interpreter of Maladies* by Jhumpa Lahiri.

KEY FACTS

- **Full Title:** *Seedfolks*
- **When Written:** 1996–1997
- **Where Written:** California
- **When Published:** 1997
- **Literary Period:** Contemporary
- **Genre:** Young Adult Novel
- **Setting:** Cleveland, Ohio
- **Climate:** The neighborhood gathers together for the harvest feast, celebrating their community garden and all they've grown there.
- **Antagonist:** Racism, homelessness, and language barriers

Seedfolks Chapter Summary

Jim Burke



Seedfolks Chapter Summary:

Seedfolks - Literature Kit Gr. 5-6 Chad Ibbotson, 2020-06-16 Strangers become a community in this heartwarming story about overcoming prejudices and finding a common ground The vocabulary lists and quizzes create a complete resource that saves time while preparing these lessons Students make predictions on how certain characters might be connected to each other Analyze Leona s comments about her experience dealing with officials to characterize her feelings towards them Answer multiple choice questions about Virgil s relationship with his father Students explore Sae Young s actions when the thunderstorm fills the rain collection barrels and relates this back to the themes of the book Imagine being Virgil s father and create a business plan for the baby lettuce idea Detail how the setting of the book evolves with the characters in a transformation graphic organizer Aligned to your State Standards and written to Bloom s Taxonomy additional crossword word search comprehension quiz and answer key are also included About the Novel Seedfolks follows the intertwining stories of several neighbors as they break down barriers and form a community A vacant lot in Cleveland Ohio is not the perfect spot for Kim to plant her lima beans It s too cold and there s not very much sun She does this anyways in honor of her father Little does she know that this action will intrigue the neighbors she knows only as strangers and cause a ripple effect throughout the neighborhood Each chapter follows a different neighbor and their personal journey that brought them to this vacant lot People of varying ages genders races and religions come together with a shared goal of growing their item of choice Some want to start a business while others want to win back a lost love The garden blooms from a segregated group of individual plots into a real community as peoples guards are lowered and they begin to really know one another When the season ends only time will tell whether this new community will thrive *Academic Conversations* Jeff Zwiers, Marie Crawford, 2023-10-10 Conversing with others has given insights to different perspectives helped build ideas and solve problems Academic conversations push students to think and learn in lasting ways Academic conversations are back and forth dialogues in which students focus on a topic and explore it by building challenging and negotiating relevant ideas In *Academic Conversations Classroom Talk that Fosters Critical Thinking and Content Understandings* authors Jeff Zwiers and Marie Crawford address the challenges teachers face when trying to bring thoughtful respectful and focused conversations into the classroom They identify five core communications skills needed to help students hold productive academic conversation across content areas Elaborating and Clarifying Supporting Ideas with Evidence Building On and or Challenging Ideas Paraphrasing Synthesizing This book shows teachers how to weave the cultivation of academic conversation skills and conversations into current teaching approaches More specifically it describes how to use conversations to build the following Academic vocabulary and grammar Critical thinking skills such as persuasion interpretation consideration of multiple perspectives evaluation and application Literacy skills such as questioning predicting connecting to prior knowledge and summarizing An academic classroom environment brimming with respect for others ideas

equity of voice engagement and mutual support The ideas in this book stem from many hours of classroom practice research and video analysis across grade levels and content areas Readers will find numerous practical activities for working on each conversation skill crafting conversation worthy tasks and using conversations to teach and assess Academic Conversations offers an in depth approach to helping students develop into the future parents teachers and leaders who will collaborate to build a better world A Grade 7 Teacher and His Students' Negotiation of Literate Identity in an Affluent Suburb Experiencing Problems of Residency Kirsten Dara Hill,2006 *The Narrative Writing Toolkit* Sean Ruday,2016-03-31 In order for students to write effective narratives they need to read good narratives In this practical book you ll find out how to use mentor texts to make narrative writing instruction more meaningful authentic and successful Author Sean Ruday demonstrates how you can teach elementary and middle school students to analyze the qualities of effective narratives and then help them think of those qualities as tools to improve their own writing You ll learn how to Introduce your students to the key features of a successful narrative such as engaging the reader organizing an event sequence and crafting a strong conclusion Assess students writing by evaluating the specific attributes of an effective narrative Make narrative writing an interactive student driven exercise in which students pursue their own writing projects Use mentor texts to help students learn the core concepts of narrative writing and apply those skills across the curriculum Encourage students to incorporate technology and multimedia as they craft their narratives The book is filled with examples and templates you can bring back to the classroom immediately as well as an annotated bibliography with mentor text suggestions and links to the Common Core You ll also find a study guide that will help you use this book for professional development with colleagues Bonus Blank templates of the handouts are available as printable eResources on our website <http://www.routledge.com> 9781138924390

Character Compass Scott Seider,2012-10-01 2013 American Educational Research Association s AERA Moral Development and Education Outstanding Book Award In Character Compass Scott Seider offers portraits of three high performing urban schools in Boston Massachusetts that have made character development central to their mission of supporting student success yet define character in three very different ways One school focuses on students moral character development another emphasizes civic character development and the third prioritizes performance character development Drawing on surveys interviews field notes and student achievement data Character Compass highlights the unique effects of these distinct approaches to character development as well as the implications for parents educators and policymakers committed to fostering powerful school culture in their own school communities *Seeing the Spectrum* Robert Rozema,2018 With 1 in 59 children being diagnosed with Autism Spectrum Disorder ASD odds are that students on the spectrum will be in many classrooms across every subject area Seeing the Spectrum argues that secondary English teachers are uniquely equipped to prepare students with autism for future success both in school and in life Writing for preservice and current English language arts teachers Robert Rozema offers practical evidenced based strategies for teaching literature

informational texts writing and communication to students on the spectrum These strategies are appropriate for inclusive classrooms with both neurotypical students and students with autism The final chapter includes a complete unit plan on Of Mice and Men illustrating how curriculum focused on commonly taught literary works can be reimaged to accommodate the needs and draw on the strengths of students on the spectrum I appreciate this book I appreciate the gift Robert Rozema has given me My thinking and teaching will now be more diverse more consciously competent more compassionate and therefore more vital From the Foreword by Jeffrey D Wilhelm distinguished professor of English Education Boise State University and author of You Gotta BE the Book Seeing the Spectrum examines real young people and daily classroom interactions to help teachers better understand the mental and emotional processing of their autistic spectrum students and devise assignments to scaffold their success Rozema knows what matters in English reading literature developing empathy understanding complex ideas and interpersonal relationships writing to express complicated ideas The diverse tools strategies and ideas he describes foster inclusiveness compassion and success for all students Allen Webb professor of English Western Michigan University *Resources in Education* ,2001 A Field Guide to the Classroom Library Lucy Calkins,2002 Provides comprehensive and accessible leveled lists and guides for 1 200 children s trade books for kindergarten through 6th grade to help teachers build classroom libraries **Naked Reading** Teri S. Lesesne,2006 Teri draws on her extensive experience as a teacher and consultant to examine ways that educators can help interest kids in books and keep them reading during this crucial period BOOK JACKET *How to Teach Students who Don't Look Like You* Bonnie M. Davis,2009 Help teachers reflect shift perceptions and find more effective approaches for teaching their students Based on the best selling book How to Teach Students Who Don t Look Like You this guide gives staff developers and workshop leaders the tools to facilitate book study groups seminars and professional development events that help teachers close the achievement gap for culturally and ethnically diverse students Facilitators will be able to demonstrate culturally appropriate and research based teaching strategies for diverse learners and lead discussions on topics that include Identifying cultural factors that influence educators perceptions of their students Creating supportive school cultures and learning environments Understanding learners communication styles classroom behaviors and learning needs Developing and strengthening students reading and writing skills Building relationships and community with students The chapter by chapter study guide follows the same format as the companion book and features Activities Discussion questions Suggestions for practical applications Chapter summaries Handouts Resources for extending learning Sample agendas for half day one day and three day workshops A workshop evaluation form The Facilitator s Guide to How to Teach Students Who Don t Look Like You is ideal for staff developers or anyone leading professional development for groups of any size pairs small workshops or large seminars Multicultural Children's Literature Ambika Gopalakrishnan,2010-04-22 This book is designed to prepare K 12 preservice and inservice teachers to address the social cultural and critical issues of our times

through the use of multicultural children's books It will be used as a core textbook in courses on multicultural children's literature and as a supplement in courses on children's literature and social studies teaching methods It can also be used as a supplement in courses on literacy reading language arts and multicultural education Young Adult Literature Katherine Toth Bucher, M. Lee Manning, 2006 Young Adult Literature Exploration Evaluation and Appreciation is an exciting new book developed to identify for teachers how to better connect adolescents with good literature Comprehensive enough to ensure that teachers understand today's adolescents and the literature that will engage them yet slim enough to ensure readers have the opportunity to read the books themselves this book will help teachers provide a rich educational experience for adolescents throughout the middle and secondary curriculum while nourishing their love of reading This book addresses adolescent culture and the types of literature that engage adolescents including horror graphic novels comic books and many forms of media more thoroughly and insightfully than any other on the market Middle and Secondary Inservice Teachers and Reading Specialists Teaching Global Citizenship Lloyd Kornelsen, Geraldine Balzer, Karen M. Magro, 2020-12-18 Teaching Global Citizenship brings together perspectives from former and current teachers from across Canada to tackle the unique challenges surrounding educating for global awareness The contributors discuss strategies for encouraging young people to cultivate a sense of agency and global responsibility Reflecting on the educator's experience each chapter engages with critical questions surrounding teaching global citizenship such as how to help students understand and navigate the tension at the heart of global citizenship between universalism and pluralism and how to do so without frightening regressing mythicizing imposing or colonizing Based on narrative inquiry the contributors convey their insights through stories from their classroom experiences which take place in diverse educational settings from New Brunswick to British Columbia to Nunavut in rural and urban areas and in public and private schools Covering a broad range of topics surrounding the complexity of educating for global citizenship this timely text will benefit those in education global citizenship curriculum development and social studies courses across Canada FEATURES Grounded in narrative inquiry experiential learning and teacher based research Includes study questions at the end of each chapter Written by teachers for teachers with the accessibility of the material diverse voices and a broad spectrum of classroom settings in mind Booktalks and More Lucy Schall, 2003-06-30 Inspire teenagers to read quality literature and help them explore issues relevant to their lives This outstanding book offers motivational ready to use booktalks for more than 100 of the best new reads for teenagers guaranteed to pique teen interest Each booktalk comes with complete bibliographic information a detailed plot summary helpful presentation tips curriculum connections and suggestions for related books and media Grades 7-12 To help you keep the booktalk momentum going Lucy Schall provides engaging follow up discussion questions and activity ideas that will enhance every teen's reading writing and speaking skills With a focus on recently published fiction and nonfiction titles in a wide variety of genres and themes these dynamic booktalks center around issues problems and challenges that young adults

are facing from family concerns expectations and leadership to prejudice good and evil and the future These lively booktalks and activities will motivate your teens to explore the complex world around them through unforgettable literary journeys

An Integrated Language Perspective in the Elementary School Christine Pappas, Barbara Zulantz Kiefer, Linda S. Levstik, 2006 An Integrated Language Perspective in the Elementary School enable readers to easily incorporate integrated units in the classroom

The Book Review Digest, 2004

Improving Reading, Writing, and Content Learning for Students in Grades 4-12 Rosemarye T. Taylor, 2006-09-14 Fills a niche for content teachers who teach reading strategies particularly in light of the standards movement Christene Alfonsi Teacher Fairfield High School OH From a fairly concise book teachers get an important overview about a system approach to literacy All teachers get specific tools and strategies and some very useful information that could change their paradigm along the way Allyson Burnett Instructional Interventionist Alief Hastings High School Houston TX Put a strong literacy system in place to improve student achievement In contrast to the primary grades when children are learning to read students in grades 4 through 12 are expected to learn content as they read yet they may still struggle with reading basics Improving Reading Writing and Content Learning for Students in Grades 4 12 provides a realistic and systematic process for improving reading and writing while enhancing content knowledge and skills Based on proven evidence in multiple schools over a 10 year period this excellent new resource presents specific strategies and successful examples that educators can immediately implement to improve day to day classroom success while also boosting the success rate on standardized assessments Aligned with the National Reading Panel Report this book helps teachers focus on Creating a classroom community that is academically and psychologically safe for learning Responding to non negotiable expectations of daily practice Building vocabulary reading comprehension and higher order and critical thinking skills Developing fluency in reading Engaging families and the community Teachers can create the best environment and instructional experience for all students to maximize literacy learning and standards based achievement This outstanding book will be a source of reflection for continuous improvement

Selecting and Using Good Books for Struggling Readers Nancy S. Williams, 2002-10-09 Finding the best books for young readers with special needs is easier with the help of this authoritative guide Recommended titles include picture books chapter books short novels and poetry for children and young adults each with a description reading level and learning activities It is the ideal book for anyone seeking help in the selection and use of good books to foster literacy development and to promote enthusiasm for and a love of reading

The English Teacher's Companion Jim Burke, 2003 This book covers the entire English curriculum from basic reading and writing to digital literacy media literacy and integrated instruction

Cullinan and Galda's Literature and the Child Lee Galda, Bernice E. Cullinan, 2002

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