

Seedfolks Learning Targets

South Portland 6th grade Social Studies ELT: Students understand the elements of culture and how they influence societies in the past and present.

*PI: I can demonstrate the elements of culture and how they influence societies.

Daily Learning targets:

- I can list some of the elements that make up a culture.
- I can identify some of the cultures I belong and how they shape the way I see the world.
- I can identify one part of a character's cultural identity using evidence from the text.
- I can hypothesize about how a character's cultural identity might influence the way they think and act.
- I can talk about how the elements of culture influence members of a community.

South Portland 6th grade ELA ELT: Students read 6th grade level fiction and analyze the role of theme, plot, character development, type of conflict, setting, point of view, and literary devices (including figurative language, mood, tone, etc.) in literary texts.

*PI: I understand the role of character development in fiction texts.

Daily Learning Targets:

- I can identify the setting of the book *Seedfolks*.
- I can say why the setting of the book is important.
- I can identify the character traits of a character in *Seedfolks* using evidence from the text.

Social Studies Lesson Plan: Circles of My Multicultural Self

Grade Level: 6

Introduction

How does my cultural identity shape the way I view the world? This lesson plan is built on the idea from Teaching Tolerance that, “Before endeavoring to develop cultural knowledge and awareness about others, we must first uncover and examine personal social and cultural identities.”

This lesson will pave the way for a further exploration of culture while reading the book *Seedfolks*, by Paul Fleischman.

Daily Learning Targets

- I can list some of the elements that make up a culture.
- I can identify some of the cultures I belong and how they shape the way I see the world.

Materials, Equipment

- Elements of Culture slides
- Circles of my Multicultural Self worksheets for each student
- Example of “circles” worksheet filled out by teacher (or write on board)
- Poster paper with culture definition written on it
- Poster paper with discussion questions written on it
- Whiteboard for taking notes
- Assignment checklist

Procedure

Start with daily learning goals written on the board. Ask volunteers to read the daily learning goals out loud. Return to the goals through the lesson.

Activator: Make a T-chart on the board. First ask students to brainstorm examples of different cultures. Start with an example such as “Mainer.” Write their ideas on one side of the chart. Then, ask students to brainstorm “elements of culture” - the things that make up a culture. Start with an example such as “Traditions.” Write these on the other side of the T-chart.

Once they have run out of ideas, use the Elements of Culture slides to walk through examples of elements of culture, using visuals to illustrate each one. Point out some examples of these elements in the classroom as well (American flag, soccer ball, sneakers, backpacks, etc.)

Explain that a culture doesn’t have to include ALL of the elements of culture, e.g. not all cultures have a shared religion. Then, read this definition of culture out loud - have it written on a piece of poster paper that you can put up in the room: “Culture is a shared system of **beliefs, values** and/or **behaviors** that shape how we experience the world.”

Activity: Circles of My Multicultural Self. Tell students we are going to dive deeper into what makes us who we are. Start by modeling my own “circles of my multicultural self” chart by drawing it on the white board. Talk a little about why I chose each of the facets I included.

Hand out “[circles](#)” [worksheet](#). Explain the activity, and give students time to think and fill it out. Tell them they should be prepared to share out with the class. After about 10 minutes or when everyone is done, ask every student to share what they wrote in their circles. Write all the cultural identifiers in a list on the board. When there are duplicates, make a tick mark.

Count up all the different cultural identities and share the total number. Talk about how many different cultural identities there can be in a room at any given moment. Remind students that our own identities can change over time. We are constantly being shaped by what goes on around us, in our personal lives, etc. Ask for examples that might change a person’s identity. Examples could include:

- Birth of a sibling
- Moving to a new place
- Parents getting divorced/remarried

Follow-up discussion: Post the following questions on the board. Each student can choose which question they would like to answer when you go around the room.

- What was one time you were proud to identify with one part of your cultural identity?
- What was one time it was painful to be identified with one part of your cultural identity?
- How does one part of your cultural identity shape the way you think about the world?

Share this final thought with students: What we know about ourselves and others can change over time. For this reason, we should always try not to judge people and to try to get to know them and what makes them who they are.

Assignment

Students should pick one facet of their multicultural self that they want to explore further.

They can either:

- Make a poster or collage representing that facet of their identity, including different elements of the culture;
- Write a poem about that facet of their identity, mentioning different elements of the culture; or
- Interview someone that shares that cultural identity (like a family member) about what it means to them.

They should use the [assignment checklist](#) to make sure they have met expectations before turning it in.

Formative Assessment

Pre-assessment: Ask students to share different examples of what makes a culture, taking notes. Ask students to give some examples of cultures they identify with, and list these as well.

During instruction: Students will be assessed for understanding based on their ability to fill out the “circles of my multicultural self” worksheet with at least 4 things. They will also be assessed for understanding during the culture discussion.

After instruction: evaluate students’ ability to choose one part of their multicultural self and explore it further, using the checklist provided with the assignment. Use the results to fine-tune future lessons and revisit any topics as necessary.

Social Studies Lesson Plan: Seedfolks

Grade Level: 6

Introduction

This lesson will introduce the book *Seedfolks* by Paul Fleischman, which we will use as we work toward multiple 6th grade ELA and social studies targets. I chose this book because each chapter is a vignette told from the point of view of a different character. Each character brings their own values and beliefs to the garden; as the garden grows, so does their community.

This book will allow us to examine elements of fiction (character development, setting, point of view), and to deepen our understanding of the elements of culture.

Learning Targets

- I can identify one part of a character's cultural identity using evidence from the text.

Materials, Equipment

- Pre-read worksheet
- Seedfolks anticipation slideshow
- *Seedfolks* books for each student
- Sticky notes for each student
- Seedfolks Character Chart
- Notecards for exit tickets
- YouTube recordings of each chapter

Procedure

Start with daily learning goals written on the board. Ask volunteers to read the daily learning goals out loud. Return to the goals through the lesson.

Review/Activator: First, read the definition of culture from the poster on the wall out loud. Then ask for volunteers to share what they remember about the different elements of culture.

Next, hand out the pre-read worksheets. Read all of the questions out loud, then give students 10 minutes to think and answer the questions. When everyone is finished, have students "turn and talk" with the person next to them to share what they wrote and take notes on what their partners say. After 10 minutes or so, reconvene the whole group and ask for volunteers to share out the highlights of their discussion.

Activity: Hand out copies of *Seedfolks* and have students do a book browse - look at the cover, read the back, flip through the pages. The cover has drawings of each of the "main" characters; ask students what they notice, what they wonder, and what they predict the book will be about.

Next, address possible unfamiliar concepts in the book (Cleveland, vacant lots, and community gardens). Use the following questions generate discussion:

- Has anyone ever been to Cleveland? Another big city? What did you notice?
- What about South Portland? Have you noticed differences between neighborhoods? (diversity, types of businesses, types of houses, etc)

- Does anyone have a garden? Do you know, or can you guess, what a community garden might look like?

Use the [anticipation slide show](#), including Cultivating Community in Maine and finishing with the “Urban Gansta Gardener” video, to illustrate these concepts and to talk about how some people turn vacant lots into gardens.

Hand out [Seedfolks character chart](#). Tell students that they will be filling them in as they read each chapter. For the first two chapters/vignettes, we will do a read-aloud to model how we will be using the books.

Read the first two vignettes (Kim and Ana) as a class. Depending on the class, this could be a read aloud from the teacher, or students could take turns reading. As they follow along, students should fill out the character charts for Kim and Ana. When you are done, go over the charts for Kim and Ana. Call on students to share what they have written for each. Try to call on students who haven't shared yet, especially with questions they should be able to answer.

Exit ticket: on a notecard, have students pick either Kim or Ana and write down one part of their cultural identity (e.g. Kim is Vietnamese), and use evidence from the text (direct quote) to support their answer.

Assignment

Read the next four vignettes of *Seedfolks* (Wendell, Tio Juan, Leona, Sam) using sticky notes to make notes of anything you notice or wonder, and continue filling out the character chart as you go.

OR

Listen to the recordings of these chapters on [YouTube](#), and continue filling out the character chart as you go.

Formative Assessment

Checks for understanding: Listen during small group discussions of the pre-read worksheets, and when students share what they have written on the character charts.

Exit ticket: check to see if students have made accurate assumptions about characters' cultures, and have used evidence from the text to support their answers.

Social Studies Lesson Plan: Seedfolks

Grade Level: 6

Introduction

Why does setting matter? In this lesson we will focus on the role setting plays in fiction texts, combined with further exploration of culture. Students will see how the setting influences who the characters are, what they do, and how they act, and also how characters can influence a setting (e.g. by turning a vacant lot into a community garden).

Learning Targets

- I can identify the setting of the book *Seedfolks*.
- I can say why the setting of the book is important.

Materials, Equipment

- *Seedfolks* books for each student
- [Seedfolks Character Chart](#)
- [Setting slide presentation](#)
- [Setting Discussion Questions Worksheet](#)
- Student notebooks and pencils
- Tablets and link to [class padlet](#)

Procedure

Start with daily learning goals written on the board. Ask volunteers to read the daily learning goals out loud. Return to the goals through the lesson.

Review/Activator: break students into 4 groups. Assign each group one of the vignettes from the homework (Wendell, Tio Juan, Leona or Sam) to discuss. Give them the following prompts, and tell them to be prepared to share out:

- What did you notice or wonder about the character?
- What did you write on the character chart?
- What is one aspect of the character's culture, and how do you know?

After, have each group share out with the whole group about their discussion of the character.

Activity: Use the [setting slide presentation](#) to introduce the concept of setting.

Break students into groups of two or three (pair students with strong reading comprehension and students who have reading barriers) and have them answer the questions on the [setting worksheet](#).

Circulate to observe discussions and answer any questions. *Note: students may understand the concept of setting but be unsure whether the setting should be micro, e.g. apartment/vacant lot, or macro, e.g. Cleveland. Talk about how it can be both of these things.

After 15 minutes, bring everyone back to share out. Assign each group a question to share their answer on (some groups will double up on a question). Summarize common ideas and takeaways.

Then, read the next vignette (Virgil) aloud to model how to examine the setting. When evidence of setting comes up, pause to discuss its relevance. After, have students fill out their character chart for Virgil.

Exit ticket: On the class padlet, choose one of the following questions to answer: “Would it have worked to set this story somewhere hot/tropical? Why or why not?” OR “Would it have worked to set this story in a farming town? Why or why not?”

Assignment

Read the next four vignettes (Sae Young, Curtis, Nora, Maricella). Fill out the character chart, and use sticky notes to mark where you notice or wonder something. Pay attention to setting.

OR

Listen to the recordings of these chapters on YouTube, and continue filling out the character chart as you go.

NOTE: Maricela’s chapter discusses the difficult issue of teen pregnancy. Bring this up ahead of time, and remind students that she is a sarcastic teenager in a tough situation, and the things she says reflect that.

Formative Assessment

Checks for understanding during group discussions and share outs

Exit ticket: check for understanding of the importance of setting to a story

Social Studies Lesson Plan: Seedfolks

Grade Level: 6

Introduction

In this lesson we will explore the role of characterization in fiction, and develop an understanding of how culture reflect on the question of how our culture can influence a person's thoughts and actions.

Learning Targets

- I can identify the character traits of a character in *Seedfolks* using evidence from the text.
- I can hypothesize about how a character's cultural identity might influence the way they think and act.

Materials, Equipment

- *Seedfolks* books for each student
- [Seedfolks Character Chart](#)
- [Characterization mini-lesson slides](#)
- [Characterization and Culture guided reading worksheet](#)

Procedure

Start with daily learning goals written on the board. Ask volunteers to read the daily learning goals out loud. Return to the goals through the lesson.

Review/Activator: break students into four groups. Assign each group one of the vignettes from the homework (Sae Young, Curtis, Nora, Maricella) to discuss. Give them the following prompts, and tell them to be prepared to share out:

- What did you notice or wonder about the character?
- What did you write on the character chart?
- What is one aspect of the character's culture, and how do you know?

After, have each group share out with the whole group about their discussion of the character.

Mini-lesson on characterization: Walk through [slide presentation](#).

Then model looking for clues about character traits by reading the next vignette (Florence) out loud, using the STAR (say, think, act, relationships) method and pausing when you come to one of these things.

After, make a T-Chart on the board. On one side, the class will list Florence's character traits. On the other, the class will list evidence from the text to support the claim. Model one, and then take volunteers to add more (e.g. Florence is protective. She says she feels "proud and protective" of the garden.) Clarify misconceptions as you go; e.g. some students might confuse mood/tone with character traits, some students might make generalizations that they can't support with evidence from the text.

After, have students fill out their character chart for Florence.

Activity: Each student will pick one of the first 11 vignettes from *Seedfolks* (through Maricella), then answer the questions and fill out the T-Chart on the guided reading sheet about culture and character traits. Take one or two volunteers to share their work, asking clarifying/probing questions as needed to get more information.

Collect all the worksheets to review and give feedback.

Assignment

Read the final vignette (Amir). Fill out your character chart and make note of anything you notice or wonder. Pay attention to characterization.

OR

Listen to the recordings of this chapter on YouTube, and fill out your character chart as you go.

Formative Assessment

Check for understandings: During group work, circulate to listen in on conversations, noting strong examples as well as common challenges/misconceptions. Then address these with the whole group.

When making the T-chart for Florence's character traits, look for misunderstandings and clarify them as you go.

Classwork: collect the characterization/culture worksheets to review and give feedback. Did the student answer the questions fully? Do their answers reflect an understanding of the text, culture, and characterization? Did they include evidence from the text?

Social Studies Lesson Plan: Seedfolks

Grade Level: 6

Introduction

This lesson will conclude our reading of *Seedfolks* and tie up our discussion of the elements of fiction and culture. As a class, we will take all of the information we have gathered in our character charts and create a character map. Using a world map, we will indicate where the character is from (or where their family is from), what they planted in the garden, and why they planted it.

Then, students will complete a final summative assessment project to demonstrate their learning about culture through the lens of the characters in *Seedfolks*.

Learning Targets

- I can talk about how the elements of culture influence members of a community.

Materials, Equipment

- *Seedfolks* books for each student
- [Seedfolks Character Chart](#)
- Tablets and link to [class padlet](#)
- Character print-outs for each character (see [Kim example here](#))
- Large world map displayed on the bulletin board where everyone can see it.
- pin/tacks and string
- [Summative assessment product descriptor](#)

Procedure

Start with daily learning goals written on the board. Ask volunteers to read the daily learning goals out loud. Return to the goals through the lesson.

Review/Activator: Entrance ticket - using the [class Padlet](#), everyone should write one thing they noticed or wondered about the Amir chapter. Read some of them aloud (especially if there are common answers or interesting insights).

Activity: Mapping the characters. Depending on the number of students in the class, some students can choose to work alone and some can choose to work in pairs. Based on the student survey at the beginning of the semester, about half the students have a preference for working alone and half have a preference for working in small groups, so this should work out well.

Assign each student or pair of students a character and give them the [character print-out](#) (there are 13 all together). Have students use the book and the character charts they have been filling out to complete the print-out for their assignment. If the book doesn't say they moved from somewhere else, then "Cleveland" should be listed for the place where they are from.

As they work, circulate the room to make sure everyone is on task and understands. When they are done, check the work for accuracy and suggest edits as needed. Then, students should pin their work to the bulletin board around the map and put a pin in the place where their character is from. There can be more than one pin around Cleveland. Give each student/pair a piece of

string and help them tie one end to their character pin and one end to their location pin.

Have everyone take a few minutes to look at the bulletin board and think about what they notice. Then, do a “whip around” and ask everyone to share either (A) one thing they notice about the bulletin board, OR (B) one thing they have learned about culture while reading the book (write these on the board so they remember their options when it is their turn).

Then, have a concluding discussion about *Seedfolks*. Use modified versions of the questions from the pre-read worksheet to guide this discussion:

- What are some cultures that are found in the community garden?
- Did being from different cultures pose any barriers or difficulties?
- How did the characters overcome these barriers and help each other?
- How is the garden a metaphor for the characters in the story?

Assignment

Hand out [Seedfolks summative assessment product descriptor and rubric](#), and go over the assignment with students. Take any questions.

Formative Assessment

Check for understandings: During group work, circulate to listen in on conversations, noting strong examples as well as common challenges/misconceptions. Then address these with the whole group.

Classwork: Check character print-outs for accuracy and understanding of text and cultural identity.

Whip-around: use this to check for final takeaways from the text and any final things that need to be addressed.

Seedfolks Summative Assessment Description

After reading *Seedfolks* and discussing character development, setting, and culture, you will create your own character that visits the garden, based on yourself. The final product will include:

- Character's name (same as your first name)
- An element of your character's cultural identity (ex: where you were born or grew up, or where your family is from)
- At least 3 specific examples that demonstrate elements your culture (ex: traditions, language, clothing, pastimes)
- At least 2 specific character traits and evidence of these traits (ex: quotes or hobbies/interests that demonstrate these traits)
- A description of your (fictional) relationship with at least one other character from *Seedfolks* (ex: "Sometimes I play soccer with Virgil after school.")
- What you decided to plant in the garden, and your reason for choosing it.

Options for the final product include:

- Write a chapter for the book that includes all of the above. The chapter should be at least 4 paragraphs long. Use our fiction writing checklist before turning it in.
- Create a poster that includes all of the above. The poster should include images and text that cover all of the required information.
- Record a video of yourself "in character." Using a first person point of view, address all of the information listed above.
- *If you have another idea for a final product, talk to Mrs. Healy about whether it could work!*

When you think you are done, use [the rubric](#) to self-assess your work before turning it in.

Seedfolks Summative Rubric

NAME:

PI: I can demonstrate the elements of culture and how they influence societies.

PI: I understand the role of character development in fiction texts.

	4	3	2
I can demonstrate the elements of culture and how they influence societies.	I can meet all requirements for a 3, AND I can show the connection between what I planted in the garden and my culture.	I can select elements of culture that accurately represent my culture (ex: traditions, language, clothing, pastimes). I can say what I planted in the garden and the reason why.	I can list some examples of elements of culture. I can say what I planted in the garden.
I understand the role of character development in fiction texts.	I can meet all requirements for a 3, AND I can compare and contrast my character with another character in the book.	I can select character traits that describe my character and show evidence of these traits. I can demonstrate the relationship between my character and another character in <i>Seedfolks</i> .	I can list some character traits.