

*NYC DOE Magnet Program
Districts 25 and 28*

School: JHS 185
GRADE: 8th Grade
Teacher: Ms. Park

COURSE	ESL
UNIT	<u>Seedfolks</u> by Paul Fleischman
TITLE	Community

ESSENTIAL QUESTION	How do people's actions affect their environment and community?
SUGGESTED TIME FRAME	4 weeks
THEME	Social Justice

Essential Question

How do people's actions affect their environment and community?

Unit Name	<u>Seedfolks</u> by Paul Fleischman
Mini-unit Titles	<u>Seedfolks</u> pgs 1-17
	<u>Seedfolks</u> pgs 18-39
	<u>Seedfolks</u> pgs 40-69
	Culminating Project

Unit's Culminating Project (Brief Description)

Students will write a persuasive letter to the editor of a newspaper explaining how every person can take action to positively affect his/her own community.

Stage 1- Desired Results

Standards-Based Learning Goals

ESL 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.
 ESL 3: Students will l, s, r, w in English for critical analysis and evaluation.
 ESL 4: Students will l, s, r, w in English for classroom and social interaction.

Concepts

<p>Big Ideas for this Unit: Community</p>	<p>Magnet School Theme: Social Justice</p> <p>Relevant/Connected Big Idea: Everyone can take actions to positively affect their environment and community.</p> <p>There are many ways people can affect their community.</p>
<p>Enduring Understandings: Everyone can take actions to positively affect their environment and community.</p>	<p>Overarching Essential Question(s): How do people’s actions affect their environment and community?</p>

Content and Skills

<p>Content (nouns) Students will know... -content vocabulary (seeds, beans, garden, dig, soil, dirt, plot, sprout, plants, shovel, farm, weeds, pests, harvest) -literary elements (characters, setting, conflict, point of view, theme) -characterization -cause and effect -responses to literature -persuasive business letter</p>	<p>Skills (verbs) Students will be able to... -define content vocabulary words -identify literary elements from the text -describe and analyze characters -identify cause and effect events from the text -write responses to literature -write a persuasive business letter</p>
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Stage 2- Summative Assessment Evidence

If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.

Design the Culminating/Summative Project:

G- (goal):	Your goal is to write a persuasive letter to the editor of the city's newspaper explaining how every person can take action to positively affect his/her own community.
R- (role):	As a member of your community, you have been asked to write a persuasive letter explaining how every person can take action to positively affect his/her community.
A- (audience):	Your audience is the members of your community (peers, family members, neighbors, school community).
S- (situation):	The context is that you find yourself in a diverse community with many different needs.
P- (purpose and product):	The purpose of this letter is to persuade members of your community to take actions, big or small, to positively change the community in which they live.
S- (standards for performance):	Your letter will be judged on the planning, organization, thoughtfulness of ideas, use of details from the novel, and overall writing quality of the essay.

Culminating Project

Essay prompt/Task:

How do people's actions affect their environment and community?

You will write a persuasive business letter to the editor of a newspaper. Your goal is to persuade the members of your community that every person can take action to make a positive change in the community. Think about what each character in *Seedfolks* did to help change a vacant lot into a community garden. Also, think about your own community and what you and other community members can do to help make positive changes. Use relevant details from the novel and from the context of your own community to support your ideas.

Assessment:

You will be graded on the planning, organization, thoughtfulness of ideas, use of relevant details from the novel, and overall writing quality of the letter.

Rubric for Culminating Project

Project Component	4	3	2	1
Ideas/Focus	Clearly written in a persuasive business letter format with at least 3 strong reasons to support the main idea.	Written in a persuasive business letter format with at least 3 reasons to support the main idea.	Somewhat written in a persuasive business letter format with at least one reason to support the main idea.	Ideas are unclear and/or unfocused.
Details	Details are relevant and fully support your ideas.	Most details are relevant and support your ideas.	Some details are relevant and only somewhat support your ideas.	Details do not support your ideas.
Organization	Ideas are clearly organized and easy to follow.	Ideas are mostly organized.	Ideas are somewhat disorganized and may be difficult to follow.	Ideas are disorganized.
Grammar and punctuation	Writing is mostly free of errors. Writing is still clear and easy to understand.	Writing has some errors, but it is still mostly clear and easy to understand.	Writing has many errors that may make it difficult to understand.	Writing has not been edited for grammar and punctuation.
Effort and improvement	Writing shows excellent effort and improvement through all drafts. Final letter is typed or written neatly.	Writing shows good effort and improvement through all drafts. Final letter is typed or written neatly.	Writing shows some effort and improvement through the drafts. Final letter is written somewhat neatly.	Writing shows little or no effort and/or improvement. Final letter is not written neatly.

Mini-Unit Title	Big Ideas of the mini-unit/ Concept Statement	Knowledge Important content to know about mini-unit (nouns)	Skills What should students be able to do? (verbs)	Connection to Magnet Theme	Possible Topical Essential/ Focus Questions	Mini-Unit Assessment	Benchmarks, Scaffolding Towards Culminating Project
<u>Seedfolks</u> pgs. 1-17	Definitions of community	Vocabulary (all content vocabulary), literary elements (characters, setting, conflict, point of view), characterization, lit. responses	Define vocabulary words, identify literary elements, describe and analyze characters, write responses to literature	What defines a community?	What defines a community? Who are the people in your community? What are the needs in your community?	vocabulary quiz, literary elements graphic organizer, characterization g.o., short lit. responses	Create a mural of your community. Then, write a description of your community. List at least 3 needs you notice in your community.
<u>Seedfolks</u> pgs. 18-39	One person's action causes another person to act.	Characterization, cause and effect, literature responses	Describe and analyze characters, identify cause and effect events from the text, write responses to literature	How do people's actions affect their community (other people and their neighborhood)?	How do people's actions effect their community? How do people in your community relate to one another?	graphic organizers (characterization, cause and effect), short literature responses	Using the characterization charts, circle the actions of each character. Draw arrows to show how one character's actions led to another character's actions. Create a chart that shows how people in your community relate to one another.
<u>Seedfolks</u> pgs. 40-69	Bringing a community together	Characterization, cause and effect, literature responses	Describe and analyze characters, identify cause and effect events, write lit. responses	How do people bring a community together?	How did each individual person's actions help bring their community together?	Graphic organizers (characterization, cause and effect), short lit. responses	Create a map of the "Seedfolks" community garden. Show how individual people's actions helped bring their community and garden together.
Mini-Unit Title	Big Ideas of the mini-unit/ Concept Statement	Knowledge Important content to know about mini-unit (nouns)	Skills What should students be able to do? (verbs)	Connection to Magnet Theme	Possible Topical Essential/ Focus Questions	Mini-Unit Assessment	Benchmarks, Scaffolding Towards Culminating Project
Culminating project: Persuasive business letter	Taking action to make a positive change in a community	Persuasive business letter	Write a persuasive business letter	What responsibilities do people have to their community?	How do people's actions affect their environment and community? What responsibilities do people have to their community?	Persuasive business letter	Writing process, rubric

A Week at a Glance – **Week 1**

<p>WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding</p>		<p>Allow students to EVALUATE work and implications TAILOR work to student needs Be ORGANIZED to maximize engagement</p>		
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Content Focus: What defines a community?</p> <p>Hook: What do you know about communities?</p> <p>Daily Assessment: Create a mural of your community. Then, write a description of your community. (from the book, <u>All Together</u>, pgs. 8-9)</p>	<p>Content Focus: Who are the people that make up a community? Kim (pgs. 1-3)</p> <p>Hook: List the different people in your community.</p> <p>Daily Assessment: Characterization chart for Kim</p>	<p>Content Focus: To identify the setting in the novel. Ana (pgs. 4-8)</p> <p>Hook: When you look out the window, what do you see?</p> <p>Daily Assessment: Describe the Cleveland community in <i>Seedfolks</i>.</p> <p>Characterization chart for Ana</p>	<p>Content Focus: What are the needs in your community? Wendell (pgs. 9-12)</p> <p>Hook: What is one problem you notice in your community?</p> <p>Daily Assessment: What does Wendell think he can change in his community?</p> <p>Go back to the problem you wrote about and write one thing you can do to help solve the problem. List 2 other needs you notice in your own community.</p> <p>Characterization chart for Wendell</p>	<p>Content Focus: To identify literary elements in the novel. Gonzalo (pgs. 13-17)</p> <p>Hook: What is the meaning of the phrase “The older you are, the younger you get when you move to the United States”?</p> <p>Daily Assessment: Literary elements graphic organizer</p> <p>Characterization chart for Gonzalo</p>
<p>Weekly Assessment (must be aligned to the NYS / NYC exams): Multiple choice quiz, short answer literature response questions, literary elements graphic organizer, characterization chart</p> <p>What have the students produced that scaffolds towards the unit’s culminating assessment? Students will create a mural and write a description of their community. They will list at least 3 needs they notice in their community.</p>				

A Week at a Glance – Week 2

<p>WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding</p>		<p>Allow students to EVALUATE work and implications TAILOR work to student needs Be ORGANIZED to maximize engagement</p>		
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Content Focus: How do people in a community relate to one another?</p> <p>Hook: What do you think of the people in your community? What do they think of you?</p> <p>Daily Assessment: In groups, create a chart of different types of relationships between people in your community. Write a reflection: Do you think these relationships can ever change?</p>	<p>Content Focus: How do people's actions affect the people around them? Leona (pgs. 18-22)</p> <p>Hook: Do you think your actions affect the people around you? Explain.</p> <p>Daily Assessment: What did Leona do that affected her community?</p> <p>Characterization chart for Leona</p>	<p>Content Focus: To identify cause and effect in the novel. Sam (pgs. 23-28)</p> <p>Hook: Complete the following sentences: If I do my homework, my class...</p> <p>If I keep my street clean by not littering, my neighbors...</p> <p>Daily Assessment: Cause and Effect graphic organizer: What caused Sam to start his own plot in the garden?</p> <p>Characterization chart for Sam</p>	<p>Content Focus: To identify cause and effect in the novel. Virgil (pgs. 29-35)</p> <p>Hook: If you saw men clearing trash from a vacant lot to make space for a garden, would you join in? Would your parents join in?</p> <p>Daily Assessment: Cause and Effect graphic organizer: What caused Virgil and his father to try growing lettuce in the garden?</p> <p>Characterization chart for Virgil</p>	<p>Content Focus: To identify cause and effect in the novel. Sae Young (pgs. 36-39)</p> <p>Hook: Do you think there are people in your neighborhood who are afraid to leave their homes? Explain. What do you think would make them go outside?</p> <p>Daily Assessment: Cause and Effect graphic organizer: What caused Sae Young to join the garden? What did Sam, the little girl, and Sae Young do that will help the other people in the garden?</p> <p>Characterization chart for Sae Young</p>
<p>Weekly Assessment (must be aligned to the NYS / NYC exams): Short answer literature response questions, cause and effect graphic organizer, characterization chart</p> <p>What have the students produced that scaffolds towards the unit's culminating assessment? Students will use cause and effect charts to show how each character's actions led to another character's actions.</p> <p>Students will create a chart and write a paragraph about how people in their community relate to one another.</p>				

A Week at a Glance – Week 3

<p>WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding</p>		<p>Allow students to EVALUATE work and implications TAILOR work to student needs Be ORGANIZED to maximize engagement</p>		
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Content Focus: How do people’s actions affect their community?</p> <p>Hook: At the beginning of the novel, what did Kim do that affected the rest of the people in her community? Did she know that her actions would lead to a community garden?</p> <p>Daily Assessment: In groups, put together all the character charts and show how each person’s actions led to another person’s actions. Show how the characters’ actions are related to one another.</p>	<p>Content Focus: How does a community come together? Curtis (pgs. 40-45)</p> <p>Hook: In the last chapter, Sae Young calls the people in the garden “almost family.” Do you think they are like a family? Explain.</p> <p>Daily Assessment: Do you think the people in the garden are coming together? Explain.</p> <p>Characterization chart for Curtis</p>	<p>Content Focus: How does a community come together? Nora (pgs. 46-51)</p> <p>Hook: How would a community garden effect your neighborhood?</p> <p>Daily Assessment: According to Nora, what do all the gardeners have in common?</p> <p>Characterization chart for Nora</p>	<p>Content Focus: How does a community come together? Amir (pgs. 58-64)</p> <p>Hook: What are some stereotypes you have of people in your community?</p> <p>Daily Assessment: What are some connections Amir made with the people in his community through the garden? What caused him to make those connections?</p>	<p>Content Focus: How do people bring a community together? Florence (pgs. 65-69)</p> <p>Hook: Identify three characters’ actions that helped bring the Cleveland community together.</p> <p>Daily Assessment: What can you do to be a “seedfolk” in your own community?</p>
<p>Weekly Assessment (must be aligned to the NYS / NYC exams): Short answer literature response questions, cause and effect graphic organizer, characterization chart</p> <p>What have the students produced that scaffolds towards the unit’s culminating assessment? Students will identify three characters’ actions that helped bring the Cleveland community together.</p> <p>Students will write about what they can do to be a “seedfolk” in their own community.</p>				

*A Week at a Glance – **Week 4***

<p>WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding</p>		<p>Allow students to EVALUATE work and implications TAILOR work to student needs Be ORGANIZED to maximize engagement</p>		
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Content Focus: Planning our persuasive business letter</p> <p>Hook: What responsibilities do you have to your community?</p> <p>Daily Assessment: Persuasive business letter plan</p>	<p>Content Focus: Writing a draft of our persuasive business letter</p> <p>Hook: Write a “hook” that will convince the readers to keep reading your letter.</p> <p>Daily Assessment: Draft</p>	<p>Content Focus: Revising our letter</p> <p>Hook: What does it mean to revise our writing?</p> <p>Daily Assessment: Revised and rewritten draft</p>	<p>Content Focus: Editing our letter</p> <p>Hook: What does it mean to edit our writing?</p> <p>Daily Assessment: Edited and rewritten draft</p>	<p>Content Focus: Publishing and sharing our letter</p> <p>Hook: Why do we share our writing?</p> <p>Daily Assessment: Published draft</p>
<p>Weekly Assessment (must be aligned to the NYS / NYC exams): Persuasive business letter</p> <p>What have the students produced that scaffolds towards the unit’s culminating assessment? Students will complete their culminating project through multiple drafts.</p>				

Unit Resources

Books: Class set of the novel Seedfolks by Paul Fleischman.

Websites: n/a

Teacher Materials: graphic organizers from *Teaching Reading through Differentiated Instruction with Leveled Graphic Organizers, All Together* (textbook)

Other: n/a