

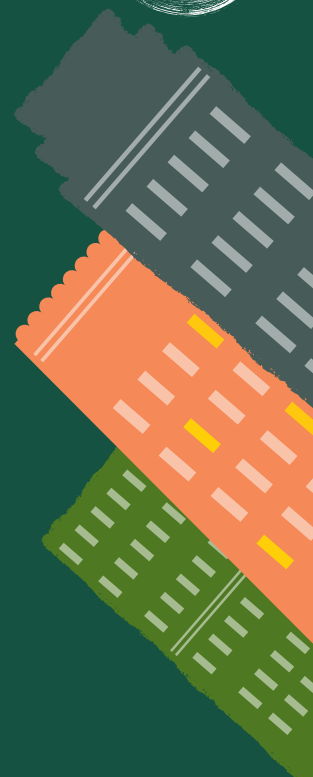
NEW VICTORY® SCHOOL TOOL®

2017-18 SEASON

RESOURCE GUIDE



SEEDFOLKS



THE NEW VICTORY THEATER

The New Victory Theater brings kids to the arts and the arts to kids. Created in 1995 on iconic 42nd Street, this nonprofit theater has become a standard-bearer of quality performing arts for young audiences in the U.S. Reflecting and serving the diverse city it calls home, The New Victory is committed to arts access for all students, teachers, kids, families and communities of New York to experience and engage with the exemplary international programming of theater, dance, circus, puppetry and opera on its stages. A leader in arts education, youth employment and audience engagement, The New Victory Theater has been honored by the President's Committee on the Arts and the Humanities with the 2014 National Arts and Humanities Youth Program Award, by Americans for the Arts with a national Arts Education Award, and by the Drama Desk for "providing enchanting, sophisticated children's theater that appeals to the child in all of us, and for nurturing a love of theater in young people."

The international productions on NEW VICTORY stages inform and inspire the work of the award-winning NEW VICTORY Education Program through a dynamic combination of school and public programs. Our school programs serve over 40,000 Pre-K through 12th grade students and teachers each season at almost no cost to the kids or their schools. Many of our partners are NYC-area Title I schools, with a high percentage of students who would be unable to experience live theater if it weren't for The New Victory. This nationally-recognized program exemplifies the organization's long-standing commitment to the intrinsic value of cultural participation in the lives of New York City kids.

The NEW VICTORY Education Department is committed to building impactful and long-lasting relationships with schools and after-school programs. We believe that creating strong and meaningful partnerships between schools and arts organizations allows school communities to deeply enrich their arts programs and infuse creativity across the curriculum. By annually enrolling in the unique and award-winning NEW VICTORY Education Partnership Program, schools take advantage of \$2 tickets to NEW VICTORY school-time and after-school performances, free classroom workshops led by highly skilled teaching artists, in-depth resources and professional development that allow teachers to incorporate the arts into their classrooms.

NEW VICTORY® SCHOOL TOOL® Resource Guides

Available to Education Partners for every show in our season, NEW VICTORY SCHOOL TOOL Resource Guides provide educators with comprehensive materials that explore the artistry and key themes of each production. Filled with practical, ready-to-implement activities that allow any teacher to incorporate The New Victory into their classroom, the NEW VICTORY SCHOOL TOOL Resource Guides are designed to enrich the performance experience before, during and after the students' trip to the theater.

Please be advised that the unauthorized reproduction or distribution of NEW VICTORY® SCHOOL TOOL® Resource Guides for any purpose other than educational, such as for commercial or monetary gain, may constitute copyright infringement and may be punishable by law. For more information, please contact the NEW VICTORY Education Department at Education@NewVictory.org

CONTACT INFORMATION

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646.223.3090

Making Connections to Learning Standards

NEW VICTORY SCHOOL TOOL Resource Guides align with the Common Core State Standards, New York State Learning Standards and New York City Blueprint for Teaching and Learning in the Arts. We believe that these standards support both the high quality instruction and deep engagement that The New Victory Theater strives to achieve in its arts education practice.

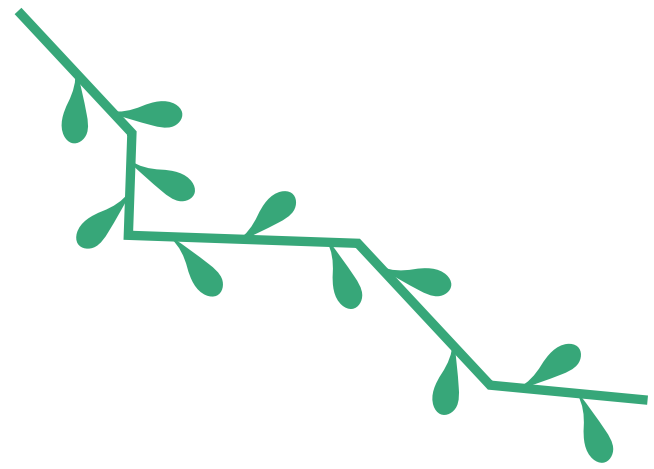
The NEW 42ND STREET® Youth Corps

Available for high school and college-age youth, the NEW 42ND STREET Youth Corps offers paid employment, job training, academic support and mentorship through jobs in the arts. At The New Victory you are greeted by the NEW VICTORY Usher Corps, a rigorous three-year program for New Yorkers ages 16-22, and at The Duke on 42nd Street you are greeted by the NEW 42ND STREET College Corps, a program offered to current CUNY students pursuing graduation. Participants of these programs are paid for their time as front of house staff and for participating in professional development workshops. In our administrative offices, the NEW 42ND STREET Apprentice Corps employs college and graduate students who want hands-on experience in the daily operations of a nonprofit performing arts organization. They are joined by members of the NEW 42ND STREET Fellows Corps, which provides career-launching employment and networking opportunities for former NEW VICTORY Ushers who are actively pursuing non-performing theater careers. Together, these four programs of the NEW 42ND STREET Youth Corps expose students to invaluable life skills and the power of live performance.



NEW VICTORY® SCHOOL TOOL® Resource Guides are made possible by a generous gift in memory of Fr. John R. Scarangelo, OFM whose lifelong passion for the theater was a powerful influence on all who were fortunate to know and love him.





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SEEDFOLKS

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WHAT GUIDES NEW VICTORY EDUCATION: **OUR GUIDING PILLARS!**

*Want to know what guides the work we do in New Victory Education? We'll tell you!
The Guiding Pillars on this page are the foundation of how we strive to cultivate
collaboration and creativity for everyone!*

PLAY

How is the work sparking imagination,
encouraging joy in learning
and evoking laughter?

DISCOVERY

What methods are we employing and questions
are we asking to encourage opportunities for
meaning-making, deepening understanding, inquiry,
curiosity, risk-taking and learning about oneself,
ones' peers, and the world around us?

COMMUNITY

How are we encouraging ensemble and
collaboration within the communities
we work with?

ART FORM

How are we honoring and exploring
the technique of the art forms
presented on our stage?

CREATE

How can we activate art-making and creativity
to explore the art form in each production?

ARTS FOR ALL

How is the work accessible
to and inclusive of everyone?

INSIDE

A behind-the-curtain look at the artists, the company and the art form of this production

COMMON CORE STANDARDS

Reading: 1; 2

Writing: 1; 2; 3; 4

Speaking and Listening: 1; 3; 4

Language: 1; 2; 3

NEW YORK STATE STANDARDS

Arts: 1; 2; 3

English Language Arts: 1; 3; 4

Social Studies: 5

BLUEPRINT FOR THE ARTS

Theater: Theater Making

Developing Theater Literacy

Making Connections

Summary

Meet the fascinating folk of Gibb Street. From Ana, a crotchety old Romanian woman, to Gonzalo, a feisty Latino teenager, a fractured neighborhood comes together when spirited, young Kim plants some precious beans in a nearby vacant lot. Based on the book by Newbery Medal-winning author Paul Fleischman, 14 distinct and diverse characters are brilliantly brought to life by Sonja Parks in this extraordinary one-woman show. Sowing seeds of hope and tending dreams to full bloom, SEEDFOLKS flourishes with raw, inspiring stories of neighbors you'll never forget.

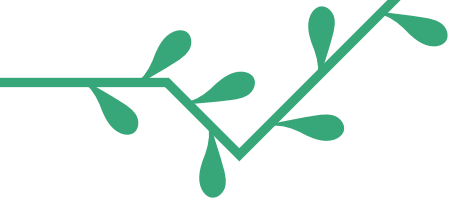


SEEDFOLKS

THE NEW VICTORY® THEATER

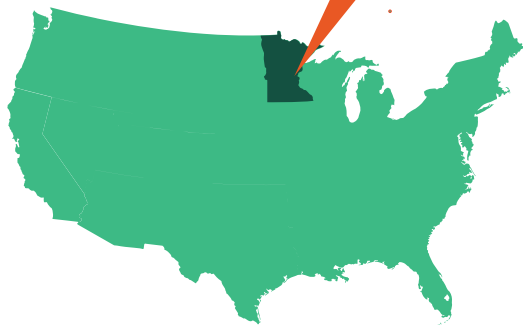
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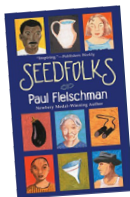


Where in the world is
SEEDFOLKS from?

MINNEAPOLIS, MINNESOTA



FUN FACTS



The book *Seedfolks*, written by Newbery Medal-winner Paul Fleischman, isn't the first story that the Children's Theatre Company (CTC), has adapted into a play. In 2002 CTC premiered their debut production of *A Year With Frog and Toad* at The New Victory Theater. After its run here it played at the Cort Theatre on Broadway for 73 performances.

Children's Theatre Company regularly partners with local hospitals to give parents of newborns a voucher to see one of their shows anytime until their fifth birthday. Theater is that baby's first ever birthday present!

DID YOU KNOW?

Minneapolis, Minnesota, where Children's Theatre Company originates, is second only to New York City for the most live theater seats per capita. In fact, Minneapolis is often referred to as "The Mini Apple!"

In partnership with the National Arts Council of South Africa, Children's Theatre Company presented SEEDFOLKS in Cape Town, South Africa for the 19th ASSITEJ World Conference in 2017.

Children's Theatre Company has created over 200 plays since it was founded in 1965.

COMMUNITY × DIVERSITY
+ SYMBOLISM
× CONNECTION =

SEEDFOLKS

A Closer look:

Children's Theatre Company started in Minneapolis in 1965 as a small theater company called The Moppet Players. In the years since, they've grown significantly and have even become the first-ever theater for young audiences to win a Tony Award® for Outstanding Regional Theater.

Although their name and scope have changed since they were founded, Children's Theatre Company's mission remains: To create extraordinary theater experiences that educate, challenge and inspire young people and their communities. Much of the company's repertoire comes from adapting classic kids' literature, inviting their audiences to further immerse themselves in their favorite stories.



ADAPTATION

Plays you see on stage are often adapted from books, movies and stories that are re-told by playwrights in new ways. Children's Theatre Company's production of SEEDFOLKS is adapted from Paul Fleischman's 1997 young adult novel of the same name. The book, which features many different characters, has been adapted into a play starring one performer who portrays each of those characters!

SOLO PERFORMANCE

Commonly known as a "one-person" show, this type of performance features only one actor playing one or more roles. This style of theater evolved from the ancient art of storytelling and was originally influenced by other art forms. These solo performances are able to convey emotion and suggest a particular mood or emotion. In SEEDFOLKS, Sonja Parks, the performer, uses the art of solo performance to play the parts of 14 different characters. Ms. Parks uses specific acting choices such as vocal and physical choices for each character, in order to portray each one with distinction for the audience. Sonja Parks embodies adult and kid characters including the main character, a Vietnamese girl named Kim.

MULTIMEDIA DESIGN

Multimedia design incorporates various artistic mediums such as film, literature, visual arts, music and/or sound into a theatrical performance. This art form encourages the audience to use their imagination and immerse themselves in the sounds and the story happening around them. In SEEDFOLKS, the interaction between these mediums create a vast landscape and help transport the audience into the middle of this vibrant community.

WHAT DO YOUR STUDENTS KNOW NOW?

Prior to exploring SEEDFOLKS with your students, find out how much they already know about **SOLO PERFORMANCE**. In addition, allow them to explore the themes: **COMMUNITY** and **RELATIONSHIPS**.

Have you acted like someone else to tell a story?

What do you think it takes for an actor to tell a story from different perspectives?

How do the people in your community interact?

What are some things that bring people together in a community?

What is something that separates the people of a community?



HORTICULTURE: THE ART OF CARING (VISUAL ARTS, SCIENCE, SOCIAL STUDIES)

Horticulture is the art of garden cultivation. SEEDFOLKS tells the story of Kim, a young girl who sparks a change in her community by planting a seed in a vacant lot. Let this story inspire your class to affect change within their community by crafting a community garden within your classroom! Before you and your students become expert horticulturists, have them decide on what flowers, fruits or vegetables to research. Then, as a class, decide what you'd like to plant and nurture. Next, decide how best to care for your garden by asking questions like: *What kind of planters do we need? How often should we water them? How much water will we need?* To get students even more engaged, encourage them to create a visual journal to document their process, reflecting on the growth of their plants, the methods they've been using to help their plant thrive and their individual growth as horticulturists. To support this unit, use the **Creativity Page: *The Seed of Creativity*** in the **En Route** section.

A BLAST FROM THE PAST (THEATER, HISTORY, ELA)

In SEEDFOLKS, voices across generations reflect on their changing neighborhood. In your class, have students embark on a research project, investigating the history of the neighborhood where their school is located throughout several eras. In small groups, students will use source materials (pictures, articles, recordings and videos) to compile an idea of what life might have been like during an era they've been assigned. After the small groups have gathered all their research, have students write journal entries from the point of view of an imagined person or character who lived in the neighborhood during that time. Next, have students return to their small groups where they are to sequence their journal entries into one piece to perform. Taking cues from SEEDFOLKS, students can choose to use different character voices as they perform their monologues. Encourage groups to use their compiled research as source material to design sets and soundscapes, etc. To support this unit, use the **Creativity Page: *Geo-Mapping Your Neighborhood: Come to Your Census!*** in the **Before** section.

CREATING A CHARACTER: 101 (THEATER, ELA, SOCIAL STUDIES)

SEEDFOLKS tells the stories of individuals of varying age, ethnicity and gender, living within the same community—all of which are portrayed by Sonja Parks! As audience members, you and your students will be able to tell each of those characters apart by their individual posture and tempo (the speed at which they move around). Their most notable attribute is their distinct dialects and vocal tone! All of these qualities combined help to create the show's eclectic mix of vivid characters. Now it's time for your students to create your own characters! Have students think of a person in their community. This could be someone they know or just someone they see at a bus stop, deli or the subway platform sometimes. Encourage them to use their respective as inspiration for creating a character, creating a written character journal to document the traits of their character. Ask them questions like: *How do they stand and walk? What type of clothing do they wear? Where do they come from? What is their homelife like?* Then, much like Sonja Parks in SEEDFOLKS, have students embody their character. Tell them they are going to reate a monologue through the eyes of their character addressing something that your school's community needs; a cause that could put the "unity" back into their community. Have students use the following text: My name is _____. In my community, we desperately need _____. If the people in my neighborhood would just _____, we could fix it! Unity is important to me because _____. Once each student has created their monologue, ask for volunteers to share out! **Note:** Encourage them to use physicality, tempo and dialects (if applicable) to deepen their character exploration! To support this unit, use the **Activity: *Different People, Different Perspectives*** in the **Before** section.



BEFORE

Ready-to-implement classroom activities that explore the themes and artistry of the show

COMMON CORE STANDARDS

Writing: 2; 3; 4

Speaking and Listening: 1; 4

Language: 1; 2; 3

NEW YORK STATE STANDARDS

Arts: 1

English Language Arts: 1; 4

BLUEPRINT FOR THE ARTS

Theater Arts: Theater Making

Developing Theater Literacy

Making Connections

Visual Arts:

Art Making

Making Connections



SEEDFOLKS

THE NEW VICTORY® THEATER

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DIFFERENT PEOPLE, DIFFERENT PERSPECTIVES

In SEEDFOLKS, one performer embodies myriad characters, representing different genders, cultures, ages and traditions. Discover what it's like to portray so many different kinds of people in the activity below!

1. To begin, ask students to find a space in the room all to themselves and stand perfectly still. Tell them to examine their stance, posture and breath.
2. Next, have them walk around the room silently, noticing the way their body moves. Ask them questions like: *How quickly or slowly are you moving? What is your posture like? Has your breathing pattern changed? If so, how?* Then, have them stand in place once again.
3. Next, ask students: *If you could completely embody anyone else, real or imaginary, who would you be?* Give them a few moments to choose. **Note:** A more accessible option might be suggesting they use someone familiar to them, i.e., sibling, parent, friend, grandparent or other caretaker.
4. Once they've done so, have students embody that person (or character) in a frozen pose, remembering how they explored their own bodies and movements in **Steps 1 and 2**. Then, have them move around the room as that person. To guide them, ask questions to keep them in character like: *When you walk, what kind of stride do you have? What is your posture? How do you breathe?* **Note:** Delve deeper into this character exploration by asking questions like: *Thinking from the point of view of your character, where did you or your parents come from? What attracted you/them to New York City? Where do you live now? What is your neighborhood/community like? What is/was your career? What is your family like?* Then, check in with them to see how considering these bigger questions affected, if at all, their stride, posture and breath.
5. Still embodying the character, have students come up with one sentence that their character would say. First, have them practice that sentence on their own. Then, have them walk around the space greeting the other characters in the room, creating dialogue.
6. Next, have students embody a new character, repeating **Steps 4 and 5**. Once you've completed this step, students will have explored three different characters: themselves, character 1 and character 2.
7. Next, have students begin to move through space as either themselves or one of their created characters, morphing from one to the other, all while engaging with other characters in the room. Students should begin with their created lines of dialogue, but can feel free to extend that conversation. This will ultimately create a collection of short scenes that they may choose to share with the rest of the class.
Note: Be sure to listen to the different conversations happening throughout this process. You'll likely find great examples to use for the next and final step.
8. Finally, ask students to choose one favorite out of the characters they've explored during this activity. Then, ask for volunteers to share out, either in monologues or short scenes, the characters they've explored today!

REFLECTION QUESTIONS:

What does it feel like to embody different characters?

What happened for you as an actor when you morphed from one character to another?

Where in SEEDFOLKS do you think you'll see or hear instances of different perspectives?

What was your favorite part of this activity?



THE NEW VICTORY® THEATER

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Be a part of your kid's field trip to SEEDFOLKS at The New Victory Theater

WATCH

Check out the video trailer and a message from SEEDFOLKS.

www.NewVictory.org/SEEDFOLKS

While you're there, do the suggested Family Activities to learn more about the show.



ASK



After your kid visits the New Vic, talk with them about their theater-going experience! Use the prompts below to engage in a conversation with them about what they saw and how the show made them feel!

BEFORE the show:

How do you think the performer learned to embody different characters in one piece?

What are you most excited about for your trip to The New Victory Theater?

AFTER the show:

What was your favorite part of the show?

How would you describe the word "community?"

Did anything about the show surprise you?

VISIT

The New Victory is New York City's only performing arts theater exclusively devoted to kids, their families and classmates, bringing exhilarating stories, innovative art forms and unparalleled performers from around the world to its historic stage in Times Square. For a full list of shows in the New Vic 2017-18 season, visit www.NewVictory.org.





GEO-MAPPING YOUR NEIGHBORHOOD: COME TO YOUR CENSUS

Look at an aerial view of your neighborhood and its boundaries and take note of what you see. Then, take a walk around your neighborhood to see it in real life! Note the structures, parks and bodies of water, etc! Use the large space below to draw a map of your community as you see it, then, use the smaller space to write a description of your community or create a color-coded legend that indicates your community's layout and demography!

A large grid for drawing a map and a smaller octagonal box for a legend. The grid is composed of light gray lines forming a series of connected squares, with a green border. The octagonal box is white with a red border.

EN ROUTE

Trip logistics and a brief student activity to be completed shortly before seeing the show

Provide this section to all teachers and chaperones attending the show!

COMMON CORE STANDARDS
Reading: 1

NEW YORK STATE STANDARDS
Arts: 2

BLUEPRINT FOR THE ARTS
Visual Arts: Art Making
Making Connections

Heads up!

SEEDFOLKS is a solo performance, where one actress, Sonja Parks, tells the story of a community of diverse people and what unites them. Prepare your students to watch closely and see how Sonja transforms herself into myriad characters to bring this story to life!



SEEDFOLKS

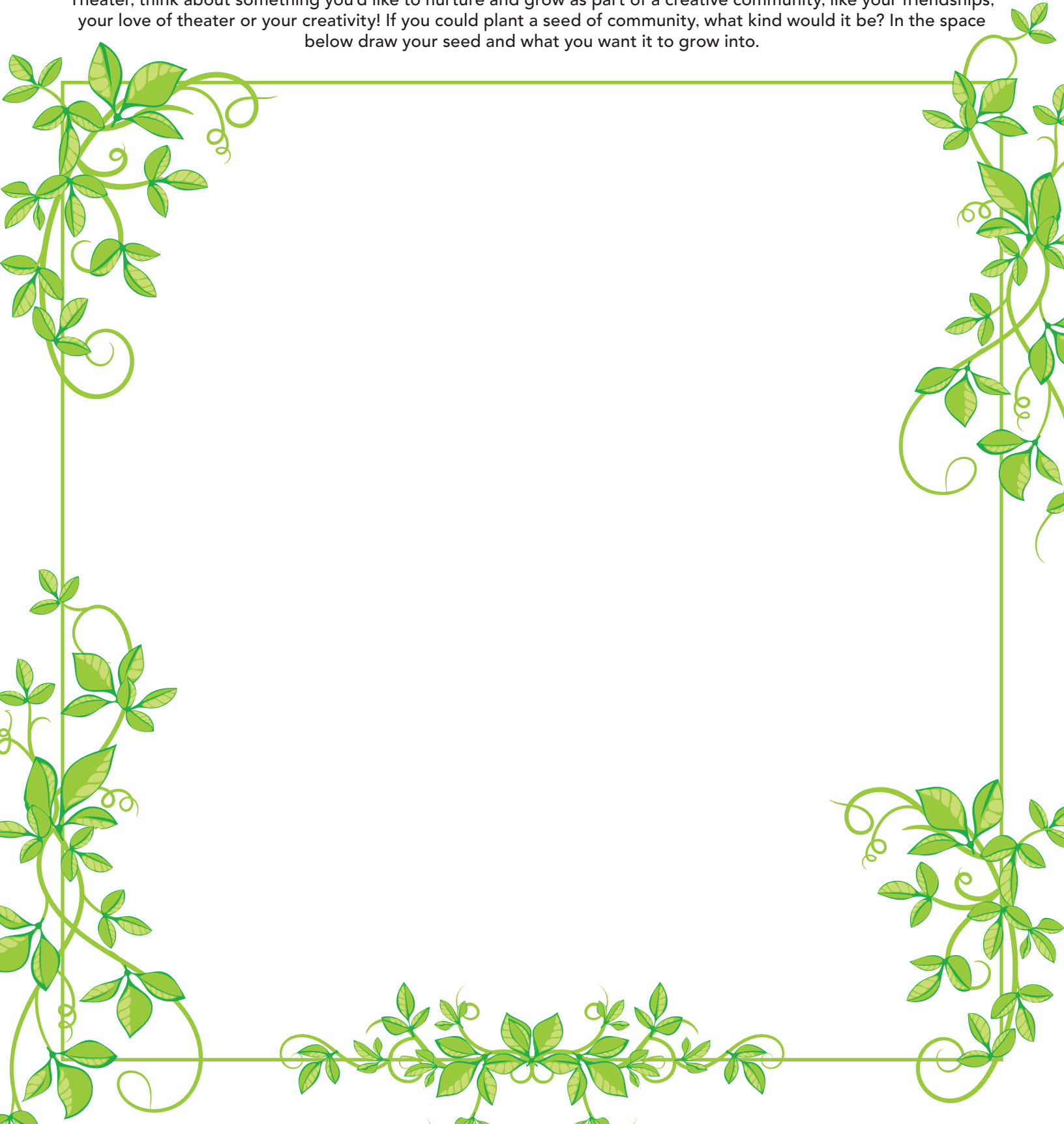
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CREATIVITY PAGE

THE SEED OF CREATIVITY

In SEEDFOLKS, a girl named Kim plants a seed in the hopes that it will bring her community together, taking something personal, transplanting it in a vacant lot and nurturing it to grow. On your way to The New Victory Theater, think about something you'd like to nurture and grow as part of a creative community, like your friendships, your love of theater or your creativity! If you could plant a seed of community, what kind would it be? In the space below draw your seed and what you want it to grow into.



TRIP GUIDE

Provide this resource to the School Trip Leader and all teachers/chaperones attending the performance.

Before you leave school

We advise you to LEAVE ALL BAGS AND LUNCHES at school, if possible. If not, bags will be collected by NEW VICTORY staff and stored during the performance.

Plan to arrive at the NEW VICTORY venue at least 30–45 minutes before curtain time. The building opens one hour prior to curtain (i.e. 10am for an 11am performance). If you realize that your group is running late, please contact the theater DIRECTLY at **646.223.3020**. If you will be arriving by bus, please ensure that your driver drops your group off on the **north side** of 42nd Street between 7th and 8th Avenues.

Arrival

When you reach 42nd Street, a member of the NEW VICTORY Front of House staff wearing a green vest will check in with the school trip leader.

If you arrive by bus, they will direct your bus to a location on the street where it is safest to unload the students.

It is important to wait until our staff checks in the School Trip Leader and Bus Driver before unloading the students.

They will record the bus number and give the School Trip Leader and the Bus Driver correlating tags.

Please remember to have the School Trip Leader and the Bus Driver exchange cell numbers.

The Front of House staff will give a time for the bus to return to pick up your school group.

The question of lunch

NEW VICTORY venues are not equipped to host lunch/snacks. In the early autumn and spring months, nearby Bryant Park (42nd Street at 6th Avenue) offers a pleasant place for lunching, and there are also public restroom facilities.

Seating

In order to make your experience at the theater as efficient and safe as possible, you will not be issued tickets. Your group will be assigned seats in advance by the Education Department. Your seating assignment will not be available prior to the performance. If you have any questions, please contact the Education Department at: Education_Tickets@NewVictory.org.

Accessibility

Wheelchair accessibility: Wheelchair seating must be requested in advance, at the time of the ticket request, and is subject to availability. Assisted listening devices are available for patrons who have hearing impairments.



TRIP GUIDE

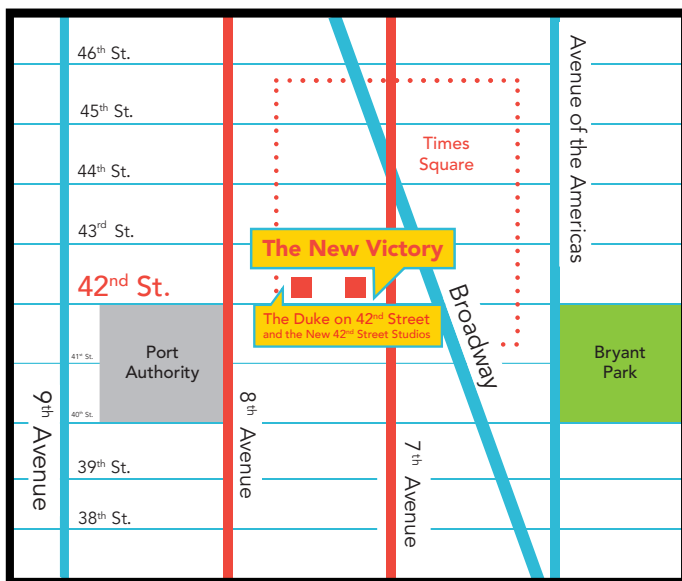
If you are traveling by bus, please also share this important information with the bus driver.

Directions to

THE NEW VICTORY THEATER OR THE DUKE ON 42ND STREET/
NEW 42ND STREET STUDIOS
209 West 42nd Street
229 West 42nd Street

BY SCHOOL BUS

It is safest to drop off and pick up your school group on **the north side of the street** in front of the venue. Turn onto 42nd Street from 7th Avenue so students can unload in front of the theater.



During the show

42nd Street is extremely congested and has a high volume of traffic. According to the New York City Department of Transportation, vehicles are not allowed to sit idle or park on the street without special permission. Once your bus is empty, it is important that the bus driver find parking at a nearby location—see possible parking locations below.

If a driver chooses to park on 42nd Street, they do so at their own risk of being ticketed by the police. The New Victory Theater is not responsible for bus drivers who receive parking tickets.

Possible parking locations

8th Avenue (both sides) between 38th and 39th Streets
11th Avenue (both sides) between 39th and 40th Streets

Pick up

Taking Midtown traffic into consideration, bus drivers should leave their waiting location approximately 10 minutes prior to the return time given by the Front of House staff. Front of House staff will also help find a spot on 42nd Street to safely load your student group after the show has ended.

BY MTA, SUBWAY OR BUS

1/2/3, N/R/Q/W/7

Exit the station at 42nd Street/7th Avenue. When you come out of the turnstile, take the stairs to your right. All NEW VICTORY venues are directly to the west of the subway station.

A/C/E to Port Authority

Exit at 42nd Street/8th Avenue. Walk to 42nd Street, turn east, and continue walking until you arrive at NEW VICTORY venues.

B/D/F/M

Exit at 42nd Street/6th Avenue. Walk west on 42nd Street until you come to 7th Avenue. The venues are on the north side of the street at 7th Avenue, next to the subway station.

The M10, M16, M27, M42, M104 buses all stop within one block of the venues.



AFTER

Ready-to-implement classroom activities that offer the opportunity to reflect on and extend the experience of attending the performance

COMMON CORE STANDARDS

Reading: 1

Writing: 1; 2; 4; 5

Speaking and Listening: 1; 2; 3; 4; 6

Language: 1; 2

NEW YORK STATE STANDARDS

Arts: 1; 2; 3; 4

English Language Arts: 1; 2; 3; 4

BLUEPRINT FOR THE ARTS

Theater: Theater Making
Developing Theater Literacy
Making Connections

Visual Arts: Art Making
Making Connections
Community & Cultural Resources



SEEDFOLKS

THE NEW VICTORY® THEATER

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AFTER / PERFORMANCE REFLECTION

Following your trip to The New Victory, you may find that your students want to discuss the performance and their own opinions. Reflecting on the show and voicing an aesthetic response is an important part of the theater-going experience. Allowing your students the opportunity to articulate their own thoughts and hear the ideas of their classmates will increase the impact of the theater experience.

Engage in a conversation with your students to help them process their thoughts and feelings about the show. On a large piece of chart paper, draw the outline of a large floating balloon and use the prompts below to guide students through an active reflection. On the outside of the outline, have students write or draw their favorite moments from the show. On the inside of the outline, have students write or draw their own feelings about the show and what the imagery evoked. Then, lead students in a discussion:

What was your favorite part of the show?

What is symbolism? Which parts of the show were symbolic?

What did you think about the performer's ability to portray multiple characters?

What different production elements (music, lighting, etc.) did you notice in the show?

How did the show make you feel?

TEACHER TIP

Engaging in dialogue, asking questions and recalling observations are skills that we believe should be fostered and encouraged. When leading a performance reflection discussion, try the following model of critical response:

Describe (*I saw...*)

Analyze (*I wonder...*)

Interpret (*I think/feel...*)

Evaluate (*I believe...*)



SEEDFOLKS

THE NEW VICTORY® THEATER

NEW VICTORY® SCHOOL TOOL® Resource Guides



THE GREAT DEBATE

SEEDFOLKS tells the story of a community in flux, incorporating many voices of the people that live in the neighborhood. Imagine that your classroom is its own community in need of improvement and unity, and work together to achieve a goal that benefits your neighborhood! In order to get a new stoplight, a new park, or even a new community garden, all neighbors would have to agree. How does that process look? How do you make sure that everyone's voice is heard?

Materials Needed: Chart paper, markers

1. To begin, have students engage in a conversation about the landscape of their neighborhood. (*How many parks are in their neighborhood? Are there more stoplights or stop signs on the roads? Does your neighborhood have a community garden?*) Ask students if they have noticed changes, big or small, within their community over the years, then scribe these changes on chart paper for reference.
2. In small groups, ask students to recall their experience of seeing SEEDFOLKS and ask them to think about the different stories and perspectives they heard from the people of Gibb Street. During this conversation, encourage students to think about one of those characters and whether they viewed their community as either thriving or struggling. Ask them questions like: *Which neighbors wanted the garden to succeed/fail? What actions, if any, did they take to help the garden grow?*
3. After students have had a moment to discuss, have a volunteer from each group share their thoughts with the rest of the class. As students are sharing out their observations, teachers should scribe.
4. In their small groups, have students divide one piece of paper in half labeling one side "Pro" (*for an issue*) and the other "Con" (*against an issue*). Share the following prompts around the themes of gentrification, community, and sense-of-self:
 - *I Want New People To Move Onto My Block*
 - *I Think Community Gardens Should Be Demolished*
 - *I Need More After School Programs*
5. After students have had a moment to reflect on and discuss the prompt, instruct students in their small groups to complete the "Pro" and "Con" sides of their sheet around the prompt.
6. Assign one group to argue "Pro" and the other half to argue "Con." You will act as the arbitrator and listen to the arguments presented. Allow time for both groups to gather their arguments from all teams involved and present the most compelling arguments for that statement.

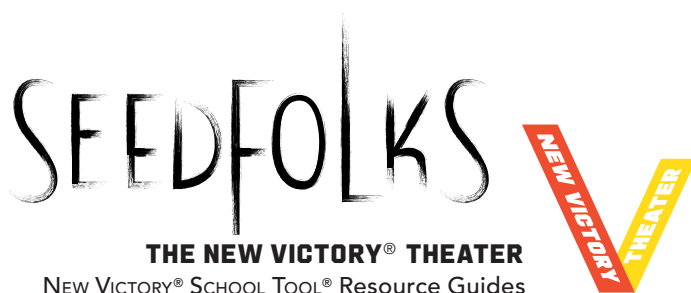
Bonus: *To further engage your students, keep them in their "Pro" and "Con" teams and have them conduct research to gather more evidence and to build stronger arguments, or have them select another prompt and start the process again for a debate redux!*

REFLECTION QUESTIONS:

How did this activity make you think about your community?

Where in SEEDFOLKS did people agree or disagree with one another?

What did you learn most from this activity?



IN MY COMMUNITY, I SEE....

CREATIVITY PAGE

SEEDFOLKS is a story told through the voices of people who belong to a diverse community. What is your community like? What do you think it looked like in the past? What does the future hold for your community and the people who inhabit it? Read the directions below in each box and draw what you find, see and imagine!

PAST

What was your neighborhood like in the past?
Take a trip to your local library and learn all about
the history of your community. Then, draw what
you discover!

PRESENT

What is your neighborhood like now
and what makes it unique? Think about it,
then draw it!

FUTURE

What is the neighborhood you envision for the
future? How will the community grow together?
What will be needed to keep the community
united? Imagine it, then draw it!

Sources

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