Seeds and Safety

Track how an explanation moves from a local action to a global system.

CCSS.ELA-Literacy.WHST.9-10.2a "Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each bold heading, underline the main idea of each paragraph, and box the sentence that explains how a home seed collection differs from a seed bank. These marks show how the writer organizes ideas and makes an important distinction.

Saving Seeds, Building a Safety Net

1. **Why Seeds Need Backups** Crops can be damaged by drought, disease, conflict, or a changing climate. When a crop variety disappears, farmers may lose useful traits, such as tolerance for heat or resistance to a pest. Seed saving begins close to home, but its purpose reaches beyond one garden. This explanation moves from a gardener's saved bean seeds to national and international collections. Together, these collections preserve choices for future farmers and researchers. Their value is not only the number of seeds stored, but also the variety of traits those seeds represent.

2. **Local Saving and Seed Banks** A gardener may save seeds from plants that grew well in one place. This practice can maintain a local variety and lets the gardener replant it next season. A seed bank serves a different scale and purpose. It stores carefully labeled samples from many varieties, often under controlled conditions, so the samples can remain viable for long periods. Not every plant seed can be stored in the same way, so specialists test and refresh collections. The key distinction is that a home collection supports one growing community, while a seed bank protects diversity for wider use.

3. **A Global Safety Copy** Some seed banks send duplicate samples to other locations. The Svalbard Global Seed Vault in Norway, opened in 2008, stores backup samples supplied by gene banks around the world. It does not replace the original collections or decide which crops farmers should grow. Instead, it adds protection if a gene bank loses material through disaster, equipment failure, or conflict. This connection between local growers, national gene banks, and an international backup turns many separate collections into a safety network. Farmers and plant breeders may use seeds held in other collections to study or restore a variety.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the first paragraph introduce the topic, from the broad problem to the scope of the explanation?

2. What distinction does the second paragraph make between a home seed collection and a seed bank?

3. What progression do the three bold headings create?

4. Why does the last paragraph explain what the Svalbard Global Seed Vault does not do before explaining what it does do?

3 YOUR TURN

Your own words

Create a 90 to 110 word mini-explanation about a school system that starts with one classroom or student and expands to the wider school. Include a title, two short section headings, one connection, and one clear distinction.

ANSWER KEY # Seeds and Safety

PART 1 · READ AND MARK

Circle each bold heading, underline the main idea of each paragraph, and box the sentence that explains how a home seed collection differs from a seed bank. These marks show how the writer organizes ideas and makes an important distinction. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the first paragraph introduce the topic, from the broad problem to the scope of the explanation?	**It begins with threats to crop varieties, then previews a move from one gardener's saved seeds to national and international collections.**
2	What distinction does the second paragraph make between a home seed collection and a seed bank?	**A home collection supports one growing community, while a seed bank protects many varieties for wider use over long periods.**
3	What progression do the three bold headings create?	**They move from the need for seed backups, to the difference between local saving and seed banks, to global backup protection.**
4	Why does the last paragraph explain what the Svalbard Global Seed Vault does not do before explaining what it does do?	**It clarifies that the vault does not replace gene banks or choose crops for farmers. Its role is to provide backup protection for gene bank samples.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

From Classroom Bins to School Waste Plans One Classroom A classroom recycling bin gives students a place to separate paper and bottles. It makes daily choices visible. Sorting prevents recyclable material from being mixed with trash. **Schoolwide Connection** When every classroom uses labeled bins, the custodial team can collect materials efficiently, and the school can reduce waste. One bin is different from a school plan because it serves a single room, while the plan coordinates many rooms. Together, the small action and larger system connect individual habits to a shared goal. The connection matters because the school's combined choices can affect the amount sent to a landfill.

Accept equivalent descriptions of the passage's widening organization and its distinction between local collections and seed banks. For the open response, accept any accurate school system that has a clear title, two headings, a local-to-wider sequence, a connection, and a distinction.