Seeds on Loan

Read across viewpoints in an informational text

8.RI.10 "By the end of the year, independently read and comprehend literary nonfiction and informational texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 8..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two different reasons people value the seed library and circle two cautions about sharing seeds so you can compare the viewpoints in the passage.

What a Seed Library Holds

1 On a spring Saturday, a public library opens a cabinet that holds envelopes instead of books. Each envelope contains seeds, along with a label naming the plant and a suggested planting season. Visitors may take seeds without paying and bring back seeds after harvest. Unlike a borrowed novel, however, seeds cannot simply be returned unchanged. Some never sprout; others grow into plants that produce many more. The cabinet is called a seed library, but its real collection depends on the soil, weather, and choices of the people who use it.

2 To a gardener who has recently moved, the cabinet can offer more than a free packet. Seeds for a familiar vegetable may help someone cook a dish from home. Another gardener might choose a locally adapted variety because plants that have survived nearby conditions may do well there again. Yet saving seeds takes care: seeds from some hybrid plants may not grow into plants like their parents, and seeds must be dried and stored properly. A packet's label can help, but it cannot replace a gardener's knowledge.

3 A librarian may see the cabinet as a way for neighbors to exchange knowledge, while an ecologist may ask where the seeds came from. If people plant a species outside its native range, it may spread into habitat used by other plants. Even a generous gift can create problems when its origins are unknown. For that reason, some seed libraries list the source of each packet and invite visitors to share growing notes. The cabinet works best not when everyone chooses the same seeds, but when people ask careful questions before sharing them.

2 ANSWER WITH EVIDENCE

Use the passage

1. How might the gardener who recently moved and the ecologist think differently about a packet of seeds? Use one detail about each.

2. Why does the passage compare seeds with a borrowed novel? What does the comparison help you understand?

3. Which two details in paragraph 2 support the claim that a packet's label cannot replace a gardener's knowledge?

4. What concern in paragraph 3 could lead a seed library to list each packet's source? Explain how that step helps.

3 YOUR TURN

Your own words

Choose a type of nonfiction text you would read next about food, plants, or community from a cultural perspective not developed in this passage. In four or five sentences, name the text you would look for, explain your interest, and write two questions that would help you compare its viewpoint with this passage.

ANSWER KEY

Seeds on Loan

GRADE 8 · 8.RI.10

PART 1 · READ AND MARK

Underline two different reasons people value the seed library and circle two cautions about sharing seeds so you can compare the viewpoints in the passage. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How might the gardener who recently moved and the ecologist think differently about a packet of seeds? Use one detail about each.	**The gardener might value seeds for growing a familiar food from home. The ecologist might ask where the seeds came from because a species planted outside its native range could spread into other plants' habitat.**
2	Why does the passage compare seeds with a borrowed novel? What does the comparison help you understand?	**A novel can be returned unchanged, but seeds may fail to sprout or produce many more seeds. A seed library depends on what happens after visitors take seeds home.**
3	Which two details in paragraph 2 support the claim that a packet's label cannot replace a gardener's knowledge?	**Seeds from some hybrid plants may not grow into plants like their parents, and saved seeds must be dried and stored properly.**
4	What concern in paragraph 3 could lead a seed library to list each packet's source? Explain how that step helps.	**A seed planted outside its native range may spread into other plants' habitat. Listing its source helps visitors ask questions about where it came from before planting or sharing it.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would look for a first-person essay by a Diné farmer about saving corn seeds. I want to learn how a grower connects particular seeds to family knowledge and place, a perspective this passage only briefly suggests. Who decides which seeds can be shared beyond the farmer's community? How might the farmer's reasons for saving seeds differ from the librarian's reasons for offering them?

Accept other passage-supported comparisons and cautions. For Part 3, the student should choose a plausible nonfiction text, give a reason for reading it, and pose two questions that could reveal a different viewpoint.