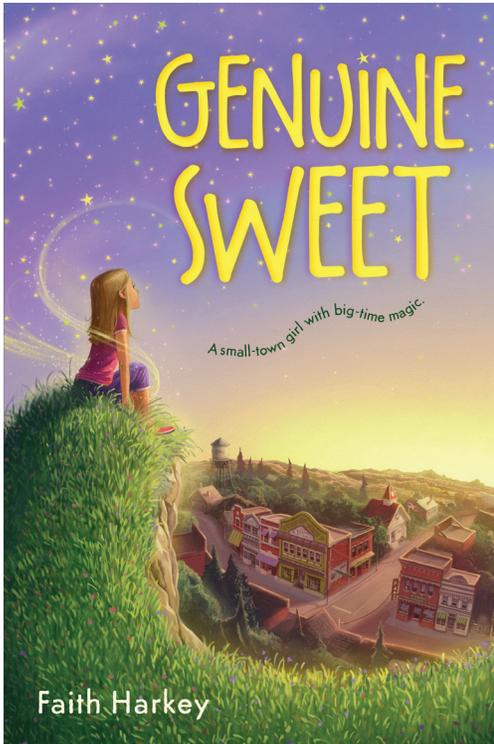


EDUCATOR'S GUIDE

GENUINE SWEET

by Faith Harkey



About the Book

Twelve-year-old Genuine Beauty Sweet feels like anything but her name. Living with her irresponsible father has made life hard, and Genuine is worried about her family having enough food and electricity to see them through the winter. So when it is revealed that Genuine, like her late mother and her beloved Gram, possesses the family gift of wish fetching, it seems to her as if all their problems may be solved. However, there's a catch: Genuine may not fetch wishes for herself.

With the help of a new friend, Jura, Genuine comes up with a plan to put her calling to unselfish use, and the resulting goodwill rebounds to her own benefit. But not everyone is in favor of her gift, and soon past grievances and old enemies surface to threaten what could be Genuine and her family's only chance of survival.

This debut book by author Faith Harkey provides a sensitive, warm picture of life in a small town and draws together a rich array of characters with satisfying entanglements and the perfect ending.

Common themes of family, love, determination, hope, traditions, and hard work come together in this warm story of triumph over adversity.

Use the following discussion questions, which fully support teaching to the Common Core State Standards for English Language Arts, to foster a deeper understanding of the novel (see last page for complementary standards).

Discussion Questions

1. In what ways does Genuine have an extraordinary family?
2. Gram gives lots of advice about wish fetching, but she seldom tells Genuine exactly what to do. Do you think Gram agrees with all of Genuine's actions? Tell why or why not.
3. Which character took the role as a kind of mother to Genuine, and why did she do that?
4. Explain Genuine's relationship with her father. How did he influence her decisions?
5. Do names influence a life? How does Genuine's name affect her and the events in the book?
6. If you were a wish fetcher, how would you collect and distribute the starlight and how would you put it to use?
7. Friendship plays an important part in the book. Think about how Jura and Travis show their friendship, and write about specific examples of what they did to support their friend.
8. Describe Genuine and the characteristics that make her able to endure the problems she encounters along the way.
9. What is Genuine's relationship with Gram like? In what ways does Gram influence Genuine? Explain and support your answer with examples.
10. Discuss how Travis changes from the early chapters of the book until the end. Give examples from the book to support your statements.
11. In Chapter 25, Genuine makes her own wish. What does she want, and why does she wait so long to wish for it? Explain the problem with her wish and explain how it was resolved.
12. Imagine that everyone who wants to be a wish fetcher can become one. What are the advantages of having lots of wish fetchers? What are the problems? Explain your response.

EDUCATOR'S GUIDE
GENUINE SWEET
by Faith Harkey

13. The book states “Being a wish fetcher is harder than it is easy.” Explain what that statement means, and use examples from the book to support your answer. Why does being a wish fetcher hold a great deal of responsibility?
14. Compare the town’s Thanksgiving cider get-together with a time when your family had a large gathering, such as a family reunion or holiday party. What are the likenesses and differences?
15. Explain the idea of a barter system. Why might bartering be a good idea? Would you rather sell things or barter them? Tell why.

Classroom Activities

Math

- In Chapter 4, Genuine tries to figure out how much to charge for her wish biscuits. Determine a price that is fair for Genuine and for the wisher. Explain your reason for stating that price. Then calculate how many biscuits she must make each week to earn \$500.
- The first night after starting the fight to end world hunger, seventy-four requests came in. How many biscuits would Genuine have to make in a week if seventy-four requests came in every day?
- What would be the total amount of cider needed to provide everyone in the town one cup during their get-together if the cider they used was in 64-ounce containers? If the town’s population is 523, determine how much cider they need.
- Plan a class barter party! Ask each student to bring something they don’t use from home. For help planning the party, you might want to use this Scholastic guide. Set your rules and get permission from everyone’s parents. Afterward, ask students to explain how the bartering worked, what they ended up owning, and their ideas about what they might do differently at the next barter party.

Resources

Scholastic:

- www.scholastic.com/teachers/lesson-plan/bartering-early-form-interdependence

Science

- Find the name of a particular star and look up information about it. Then identify the star’s location and stage it is in.

- Diagram and label the life cycle of a star.
- Read about floods and explain the reasons they might occur. Describe the kinds of storms that may cause flooding to occur.
- Apples are the main ingredient of most ciders. Trace and diagram the life cycle of an apple. Include the reason why apple trees are pruned.
- Cut an apple in half around its equator. Dip the halves in tempera paint to make prints.

Resources

Stars:

- imagine.gsfc.nasa.gov/docs/teachers/lessons/xray_spectra/background-lifecycles.html
- www.telescope.org/pparc/res8.html

Apple Growing:

- www.wikihow.com/Grow-an-Apple-Tree-from-a-Seed
- www.youtube.com/watch?v=dSlxzkaDOTA
- www.ces.ncsu.edu/hil/hil-8301.html
- ohioline.osu.edu/hyg-fact/1000/1401.html
- www.teachertube.com/video/life-cycle-of-apples-134151

Apple Prints:

- familycrafts.about.com/cs/applecrafts/a/blaprint.htm

English Language Arts

- Plan a *Genuine Sweet* class party! Have the students write out their ideas for this kind of party. Collect them and then let them vote on what they’d like to do. Activities might include role playing, making apple prints, designing a container that the students each design for catching their starlight, making wish biscuits (see recipe), decorating the room with a star theme, bringing in treats or snacks to share, or anything else the group may want to do that relates to the book.
- What theme or themes were in the book? Support your answer with details that explain your theme choices.
- Write a poem to describe one of the characters. Explain why you chose that person to describe.
- On page 248, Travis states: “Write your own story with you as the hero. Give yourself a happy beginning, middle, and end.” Discuss *Genuine Sweet*’s story and then write your

EDUCATOR'S GUIDE
GENUINE SWEET
by Faith Harkey

own story, one that shows your life from beginning to end.

- Write an article for the *Sass Settee* announcing your party, a wish fetcher report, the flood and its effects on Sass, a profile of a character, or a story about Genuine Sweet herself. Make a class newspaper of the *Sass Settee* and ask each student to contribute a story.
- Write a set of interview questions to learn more about Genuine's wish-fetching ability. Then interview a friend who plays the part of Genuine and record those answers.
- From what point of view is this book written? Write a paragraph to discuss the point of view and how that character's voice contributed to the story. How might another point of view show a different version of the story?
- Reread Chapter 23 from the book describing the Sass Thanksgiving tradition of gathering for cider as a community. What traditions do they have? Now think about traditions in your family. Write and explain some of your favorite traditions and tell why traditions are important, both to families and communities.
- When you have many things to do, think about how you decide what to do first. This is called setting priorities, and involves choosing what things are the most important and putting those first in your list of things to do. How did Genuine and Jura decide to fetch wishes for the many requests they had? Do you think the way they did it was a good idea? Tell why or why not.
- Dialects are ways of speaking in a certain region. Genuine often speaks in dialect. Choose three of your favorite expressions that Genuine uses and write to explain their meaning. Discuss how dialects help readers picture characters and what they add to a book. Think of words you use that might be considered a dialect. Make a class chart to show these expressions and an explanation of what they mean.

These links give information about dialects.

- www.pbs.org/speak/seatosea/americanvarieties/
- www.goodlingos.com/amerispeak/
- www.gscdn.org/library/cms/84/16384.pdf
- archives.lessoncorner.com/157ead5f9c84ae21b.pdf
- www.hgaschools.org/ourpages/auto/2012/6/28/39119468/6-Week15-Reading.pdf

- Read *The Wish* by Gail Carson Levine or *The Extraordinary Secrets of April, May, and June* by Robin Benway. Compare one of those books to *Genuine Sweet*. In what ways were the books similar and how were they different? Did the characters have anything in common? What obstacles did they face? What kinds of choices did the main character from each book make? What did they do differently?

Wish Biscuit Recipe

- 4 cups baking mix
- 8 ounces sour cream
- $\frac{3}{4}$ cup sparkling water/juice or club soda (liquid serves as "starlight")
- 1 stick butter

- Preheat oven to 400 degrees.
- Melt the butter in a 9 x 13 inch pan.
- Mix baking mix, sour cream, and sparkling water. The dough will be thick and not too gooey. Pat into pan on top of the melted butter.
- Score the top with a spatula for easier cutting after baking.
- Bake about 10 minutes or until golden brown and cut into squares.
- Recipe makes 9 large biscuits. Cut smaller sizes for more servings. This recipe makes soft, crumbly, rich biscuits.

Easy Wish Biscuit Recipe

- 3 cups baking mix
- 1 cup sparkling water/juice or club soda (liquid serves as "starlight")

- Preheat oven to 450 degrees.
- Mix ingredients together.
- Drop dough with a teaspoon onto a greased pan.
- Bake about 7–9 minutes.
- Makes 10 biscuits.

EDUCATOR'S GUIDE
GENUINE SWEET
by Faith Harkey

About the Author

Faith Harkey fell in love with writing in the fourth grade, when her language arts class read a poem about a dragon. Her teacher suggested that Faith carry a notebook with her all the time so she could write whenever she felt inspired. Faith filled more than twenty notebooks before she graduated from high school, then went on to study creative writing at Eckerd College in St. Petersburg, Florida. *Genuine Sweet* is her first novel. For more information about Faith and her books, visit: GenuineSweet.com and FaithHarkey.com

Common Core Connections

Discussion Points

Reading Literature:

Key Ideas and Details

- Grade 3 - RL.3.1, 3
- Grade 4 - RL.4.1-3
- Grade 5 - RL.5.1-3
- Grade 6 - RL.6.1-3
- Grade 7 - RL.7.1-2

Craft and Structure

- Grade 3 - RL.3.4, 6
- Grade 4 - RL.4.4, 6
- Grade 5 - RL.5.4, 6
- Grade 6 - RL.6.4, 6
- Grade 7 - RL.7.4, 6

Integration of Knowledge and Ideas

- Grade 3 - RL.3.9
- Grade 4 - RL.4.9
- Grade 5 - RL.5.9
- Grade 6 - RL.6.9
- Grade 7 - N/A

Range of Reading Level of Text Complexity

- Grade 3 - RL.3.10
- Grade 4 - RL.4.10
- Grade 5 - RL.5.10
- Grade 6 - RL.6.10
- Grade 7 - RL.7.10

Writing:

Text Types and Purposes

- Grade 3 - W.3.1a-d,, 3
- Grade 4 - W.4.1A-D, W.4.2b-e
- Grade 5 - W.5.1A-D, W.5.2b-e
- Grade 6 - W.6.1a-c, 6.3d-e
- Grade 7 - W.7.1c,e,7.3a-e

Production and Distribution of Writing

- Grade 3 - W.3.4-6
- Grade 4 - W.4.4-6
- Grade 5 - W.5.4-6
- Grade 6 - W.6.4-6
- Grade 7 - W.7.4-6

Research to Build and Present Knowledge

- Grade 3 - W.3.7-8
- Grade 4 - W.4.7-9a
- Grade 5 - W.5.7-9a
- Grade 6 - W.6.7-9a
- Grade 7 - W.7.7-8

Range of Writing

- Grade 3 - W.3.10
- Grade 4 - W.4.10
- Grade 5 - W.5.10
- Grade 6 - W.6.10
- Grade 7 - W.7.10

Speaking and Listening:

Comprehension and Collaboration

- Grade 3 - SL.3.1a-d, 2
- Grade 4 - SL.4.1a-d
- Grade 5 - SL.5.1a-c
- Grade 6 - SL.6a-c
- Grade 7 - SL.7.1a-d

Presentation of Knowledge and Ideas

- Grade 3 - SL.3.4
- Grade 4 - SL.4.4
- Grade 5 - SL.5.4
- Grade 6 - SL.6.4
- Grade 7 - SL.7.4

Guide written by Shirley Duke