

Lesson Subject/Topic: George Washington Carver/History

Student Learning Goal(s): Understand who George Washington Carver was and the importance of his contributions to American history.	
Standards: VA SOL History 1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.	
Essential Questions: Who was George Washington Carver? What did he do? How did this affect Americans at the time and in the present?	
Assessment(s): Informal –checking for comprehension during the read aloud, activity directions, and canvassing the room as the student work on their mobiles; Formal – evaluating the mobiles for completion after they are turned in.	
Resources: -Read aloud books (<i>A Weed is a Flower: The Life of George Washington Carver</i> by Alike) (<i>The Wacky Discoveries of George Washington Carver</i> by Karen Clopton-Dunson) -BrainPOP, Jr (online)	Materials: -String (15 inch pieces) -Paper/templates for the mobiles (beaker, peanut, jar of peanut butter, square) -Crayons/colored pencils -Scissors -Glue bottles -Laptop -Projector

Notes:

Lesson Component	Teacher	Student
Engage & Hook	Start by asking if anyone has heard of George Washington Carver. Ask if anyone has eaten any peanut butter lately. Explain that GWC is a famous plant scientist who invented many uses for the peanut and helped the American farmers grow their crops more effectively. Show the “George Washington Carver” BrainPOP, Jr. video.	Listen, participate with discussion. Watch the “George Washington Carver” BrainPOP, Jr. video
Explain & Model	The book <i>A Weed is a Flower: The Life of George Washington Carver</i> by Alike will be read, using guiding questions like: “What is a botanist?” “What is agriculture?” “What are crops? Where do they come from?” “Do you know any uses of the peanut?”	Listen to the book and answer the posed questions by the teacher. They will offer their own ideas and opinions during discussion.
Explore & Apply	Show the example of the mobile. Show each of the materials we	The students will listen to the directions and participate when

	<p>will be using (colored pencils/crayons, paper template, string, glue). Explain what will be written on each piece of paper, which ones should be illustrated, how it should be cut out after the writing and coloring is complete, and how to put it on the string. The sentences (listed below) should be written on the board, along with any other words the students might need to know. Ask the students for inventions that GWC came up with (peanut butter, soap, paint, flour, etc.) and write these on the board.</p> <p>Explain: The students should complete the writing and coloring on each of the templates. The teacher will go over each sentence and give the beginning of the sentence but the underlined sentence is where the students should fill in the words themselves:</p> <ul style="list-style-type: none">-Beaker - "George Washington Carver studied <u>plants</u>. He was a <u>botonist</u>." The students should draw the plants around the writing on this piece.-Peanut - George Washington Carver invented over <u>300</u> uses for the <u>peanut</u>." The students should draw some of the inventions GWC created.-Peanut Butter - "My favorite of his inventions is _____." The students should draw their favorite GWC invention.-Square - "George Washington Carver helped America by _____." They should illustrate in a way that matches their sentence. This will be the most difficult for the students to complete and should be addressed the longest during this	<p>asked (when naming inventions of GWC). They will follow these directions as they are working quietly back at their tables. They will copy the sentences on the correct piece of paper on their template, color the pieces as directed, cut them out, put their names on each of the pieces, and glue them to their strings. After they are finished gluing, they will read or draw quietly in the front of the room. They will then let their mobiles dry on their desks.</p>
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	<p>time. Have the students come up with their own ideas and then fill in the rest (he helped farmers save their cotton crops, he invented new, helpful products, etc.)</p> <p>After each of these pieces is cut out and the student has put his or her name on the back of each piece, they should be glued on to the string. The paper pieces should be turned face down on the desk, with a drop of glue in the middle of the piece, and the string should be laid over the drop of glue. The paper should not overlap and should be facing the right way to be hung vertically.</p>	
<p>Evaluate & Close</p>	<p>Have a few students read their responses on the mobiles at the desks. Then have the students do a gallery walk around the room to read and see the other students' work.</p> <p>If there is time, The Wacky Discoveries of George Washington Carver should be read aloud with the students on the carpet.</p>	<p>Read their responses on their mobiles. Walk around the room to read and see the other students' work.</p> <p>If there is time, the students will all gather on the carpet in the front of the room and listen to another book about GWC (The Wacky Discoveries of George Washington Carver)</p>