

# Lesson Planning Tool

**Grade:** 1

**Time Needed (Approximate):** 45 minutes

**Lesson Subject/Topic:** George Washington Carver – Social Justice

<p><b>Student Learning Goal(s):</b> The students will learn that there was a time in the history of the United States when everyone was not treated fairly. They will be able to relate the class discussion, color activity, and the read aloud book to the concept of fairness and how we can apply this to our own classroom by coming up with actions we can take (or not take) to treat everyone with kindness, understanding and respect.</p>	
<p><b>Standards:</b> 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. 1.10 The student will apply the traits of a good citizen</p>	
<p><b>Essential Questions:</b> Why is treating different kinds of people differently, based on their appearance or opinions, wrong? How was George Washington Carver treated unfairly? How can we treat everyone with kindness, understanding, and respect?</p>	
<p><b>Assessment(s):</b> The students’ responses to the favorite color activity, class discussion, and read aloud will be observed and assessed informally. Their responses to the poster activity will be informally assessed and recorded on the poster. Each student should contribute a couple of ideas throughout these discussions.</p>	
<p><b>Resources:</b> -<i>White Water</i> by Michael Brandy and Eric Stein</p>	<p><b>Materials:</b> -Poster/large sheet of paper -Poster markers</p>

**Notes:**

Lesson Component	Teacher	Student
<b>Engage &amp; Hook</b>	<p>Have the students come to the carpet. When they’re all seated, loudly say, “That’s not fair!” Ask them to think about the last time they said or thought this. Make some suggestions, like when your brother or sister got a second piece of cake or a new toy but you didn’t or when you</p>	<p>The students will listen quietly and ponder the questions posed. They will turn to a shoulder-partner and take turns discussing a time when they thought something was unfair. The students will then focus back on the teacher and discuss, as a class, unfair situations and why</p>

	<p>wanted to stay up late and watch a movie with your parents but they made you go to bed. Have the students turn to a shoulder-partner and tell them about something they did not think was fair. Have them turn back to the teacher and ask the students “Why wasn’t it fair?” Discuss with the class, pausing for students’ opinions: “Everyone should have the same opportunity to have the same things, right? Sometimes our parents don’t let us have a second slice of cake or stay up late because they have a good reason (they want you to be healthy and well rested). But there have been times in history that some people were not allowed to do something for bad reasons.”</p>	<p>they are unfair. They should pay attention to the teacher’s thoughts and queries, thinking to themselves until told to do otherwise.</p>
<p><b>Explain &amp; Model</b></p>	<p>Ask the students to raise their hand to indicate their preferred color; give them the choice between red, yellow, and green. Tell the students who like red to sit in one group, yellow to sit in another group, and green to sit in another group. Ask them if they see some of their friends in other groups. Ask them what they would think if they weren’t allowed to talk to any of the kids in the other groups just because they like a different color than they do. Ask them if they think this is fair, why or why not? Let them go back to where they were sitting before they</p>	<p>The students will actively participate in the favorite-color activity by following directions and participating when prompted. They will relate their experience in this activity to the issue of fairness and justice. They will recall that George Washington Carver was discriminated against when he tried to go to college because of the color of his skin. They will realize that this is not fair, but is not legal anymore.</p>

	<p>separated into groups. Explain that this has happened in real life, but it wasn't based on people's favorite color but by the color of their skin.</p> <p>Have the students recall what they remember about George Washington Carver and the college that he went to. Ask them if they remember what happened at the first college he tried to go to (he was not allowed in because he was African American and the college only allowed white people to attend). Pose the question: "do you think it was fair to not let George Washington Carver into the college because of the color of his skin?" Don't let them answer yet. Remind them about all of the amazing things he contributed to our society (he invented more than 300 uses for the peanut and more than 100 uses for the sweet potato, he helped farmers grow better cotton and keep their farms in business, etc.) – he was a genius and it had nothing to do with what he looked like on the outside! He was smart and helped people, and that is all that should have mattered.</p>	
<p><b>Explore &amp; Apply</b></p>	<p>Read the book, <u>White Water</u>. The story is told from a little boy's perspective. Ask the students if they think what is happening is fair, like when the boy and his mother have to give</p>	<p>The students will listen to the read aloud of <u>White Water</u> and answer questions when prompted. They will give their opinions and interpretations of the story and relate it back to</p>

	<p>up their seats on the bench for the other boy and mother, or when they have to sit in the back of the bus. Compare the segregation and discrimination seen in the book to the segregation and discrimination that George Washington Carver experienced. Tell them that this book was set many years ago and discrimination is luckily now illegal, but some people are still mean to other people based on silly things like the way they dress or talk. Ask the students if they have ever seen someone being picked on or bullied and why it was happening. Explain that the reasons the person was being bullied were mean reasons and that is not fair.</p>	<p>their experience in the activity. They will relate the idea of bullying to their own lives and decide why it is unfair and not nice.</p>
<p><b>Evaluate &amp; Close</b></p>	<p>Bring the lesson to a close by telling the students that we can learn from all of these stories by treating everyone we meet with kindness, understanding, and respect. We will now create a list of ways we can treat people in our own classroom with kindness, understanding, and respect. Create a list of ways we do treat or should be treating everyone in the classroom on a big poster. Some examples would be: waiting patiently in line for the water fountain or bathroom, saying “excuse me” or “sorry” when accidentally bumping into someone, helping a table neighbor pick up their pencils if their box falls off the</p>	<p>The students will relate all of the stories and activities of this lesson to the classroom and how we can make the classroom a kind, understanding, and respectful environment. They will share their ideas with a shoulder partner and then with the class while we make a big poster of ideas.</p>

	<p>table, asking a sad-looking friend if everything is alright and trying to make them feel better if they are sad, etc. Come up with a satisfactory list of at least 10 items, or as many as time permits.</p>	
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