

Social Studies Learning Plan

Big Idea/ Topic

Inventors of the United States: George Washington Carver

Connecting Theme/Enduring Understanding:

Time, Change, Continuity: Some things will change over time, while other things stay the same.

Individuals, Groups, Institutions: What people, groups, and institutions say and do can help or harm others whether they mean to or not.

Essential Question:

How did George Washington Carver make our lives better?

How is your life similar to and/or different from the life of George Washington Carver?

Standard Alignment

SS1H1 Read about and describe the life of historical figures in American history.

- a. Identify the contributions made by George Washington Carver (science)
- b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation etc....)

Connection to Literacy Standards for Social Studies and Social Studies Matrices

ELAGSE1RL1 Ask and answer questions about key details in a text.

ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and supply some sense of closure.

ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Information Processing Skills –

- Compare similarities and differences
- Identify and use primary and secondary sources

Instructional Design

***This lesson has a flexible timeline and will cross over several days.**

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.

Part 1: Share the peanut picture splash with students on slide 2 of [the PowerPoint](#). Have students work together to study the picture splash. Have students respond to the following questions: What do you see? What do you think? What do you wonder? Have students share their responses. What are some ways peanuts are used? Share slide 3 of the attached PowerPoint. Use the strategy chart next to the picture to help students generate responses to the questions. Record student responses using a chart or interactive whiteboard.

Read the book *The Little Plant Doctor* by Jean Marzollo. You can do your own reading or use the YouTube video below.

- [Eggy's Story Time: The Little Plant Doctor](#) by: Jean Marzollo

When you finish reading, discuss the story with students. Record facts they learned about George using an interactive whiteboard, such as [whiteboardfi](#). Have students draw and write what they have learned about George Washington Carver in their interactive notebooks or journals.

Have students complete the timeline activity on slide 5. Students will choose four things to spotlight from George Washington Carver's life.

***Unplugged variation –** Provide students with a copy of the [PowerPoint](#). Have students study the picture splash on slide 2. Have students talk to a helper and respond to the questions in their interactive notebook or journal. Have students study slide 3 with a helper. Have students use the strategy chart to generate responses to the questions in their interactive notebooks or journals. If possible, provide a copy of *The Little Plant Doctor* by Jean Marzolla for students to use. If students have access to the internet, watch the video [The Little Plant Doctor: The Story About George Washington Carver](#). Have a helper read or watch *The Little Plant Doctor*. If you cannot provide students with a copy of the book, consider compiling information from the book to share important information with students. Students can get more information from slide 4. Have students talk to a helper and draw or write three things they learned in their interactive notebook or journal. Have students use what they learned to complete the timeline on slide 5 of their PowerPoint.

Part 2: Class brainstorm: Have students study slide 6 of the PowerPoint. Have a class discussion. What is a crop? What do you think it means to rotate crops? Explain that George Washington Carver invented crop rotation to help keep plants and soil healthy. Watch the video [America's Heartland: What is Crop Rotation](#).

When students finish watching the video, review the concept of crop rotation. Have students try to answer the questions again. If possible, have students take turns sharing about crop rotation with one another.

Have students complete the crop rotation activity on slide 8 of the PowerPoint (formative assessment). Explain how crop rotation helps farmers.

Have students draw and write about crop rotation in their interactive notebooks or journals.

***Unplugged variation –** Have students study slide 6 and 7 with a helper and answer the questions in their interactive notebook or journal. Print a copy of the video transcript for students to read with a helper. Have students share what they learned and draw and write about crop rotation in their interactive notebooks or

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journals. Have students cut and paste the images to complete the crop rotation activity on slide 8. Have students explain the activity to a helper. How does crop rotation help the land? (formative assessment).

Part 3: Have students share what they know about George Washington Carver. Lead students to remember that he cared for plants and invented many different uses for the peanut crop. Set a timer for two minutes. Have students list as many uses for the peanuts as they can. Have students share their lists. Give students another minute to add to their lists. Create a list of their responses on the virtual whiteboard.

When students are ready, introduce them to some of the inventions by watching [PBS Kids: Peg + Cat 100 Peanut Inventions](#)

Note: It is important to mention to students that while George Washington Carver invented many uses for peanuts, he **did not invent peanut butter**.

If possible, have students share in a whole group or in small groups what they learned. Have students draw and write about what they learned in their interactive notebook or journal.

Have students listen to [A Biography: George Washington Carver](#) on the Ducksters Website (Students must scroll towards the bottom of the webpage to find the play button). When students finish listening to the biography, have them draw and write about what they learned in their interactive notebook or journal. If possible, have students share in a whole group or in small groups what they learned. Allow students time to add more ideas to their notebook or journal.

Compare and contrast the students' lives to the life of George Washington Carver by filling out the Venn diagram on slide 10 of the PowerPoint.

***Unplugged variation** –Have students complete the activity on slide 9 in their interactive notebook or journal. If students have access to the internet have them watch [PBS Kids: Peg + Cat 100 Peanut Inventions](#). Have students record what they learned in their interactive notebook or journal. Print the article [A Biography: George Washington Carver](#) for students. Have a helper read the article. Have students talk to the helper about what they learned. How is their life like that of George Washington Carver? How is it different? Have students complete the Venn diagram on slide 10 to compare and contrast George Washington Carver to themselves.

Part 4: Have students study slide 11. Have students respond to the following questions: What do you see? What do you think? What do you wonder? Stamps are often created to honor someone who has contributed to our lives or made our lives better. Have students study slide 13. What do they notice about the stamps? Do they see any important details? Can they learn anything by studying the stamps? Talk about the people stamps have honored. Answer the questions together. Have students create their own stamp design to remember George Washington Carver and celebrate how he made our lives better.

***Unplugged variation-** Have students study slides 11-12 and respond to the questions. Have students study slide 13 and answer the questions with a helper. Students can use slide 13 to get ideas for creating their own stamp.



Student Learning Supports

Opportunities for Extension:

- Imagine you were creating a museum exhibit to show one of Dr. Carver's contributions to society. What would you create?
- What do you think you can create from peanuts? Draw a picture of something you would create from peanuts.
- Create a commercial promoting the use of crop rotation using a recording platform such as www.flipgrid.com

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.

- Consider allowing students to record their thoughts in a variety of ways: using the talk to text dictate feature, making an audio recording of what they learned, and drawing pictures.

Evidence of Student Success

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

Engaging Families

Materials included to support unplugged learners: [Attached printable worksheets.](#)

Optional materials to support learning not included: Drawing paper, crayons, markers, various art supplies.

Lesson Checklist: Inventors of the United States: George Washington Carver

SS1H1 Read about and describe the life of historical figures in American history.

- c. Identify the contributions made by George Washington Carver (science).
- d. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation etc....).

Part One:

- Look at slide 2. Answer the questions with a helper. Write your answers in your interactive notebook or journal.
- Look at slide 3 with a helper. Answer the questions with a helper. Write your answers in your interactive notebook or journal.
- Read slide 4 with a helper. Talk to a helper about what you learned. Draw or write three things you learned in your interactive notebook or journal.
- Use what you learned to fill in the timeline on slide 5.

Part Two:

- Look at slide 6 with a helper. Answer the questions with a helper. Write your answers in your interactive notebook or journal.
- Read slide 7 with a helper. Talk to a helper about what you learned. Draw or write about crop rotation in your interactive notebook or journal.
- Look at slide 8. Finish the crop rotation. Cut the crops out and glue them where they belong.
- Teach a friend or helper about crop rotation and how it helps the land.

Part Three:

- Look at slide 9. Set a timer for two minutes. List as many uses for the peanut as you can think of in your interactive notebook or journal. If you can, have a helper make a list too. Look at your lists. Talk about what you have that is the same and what is different.
- Have a helper read the biography of George Washington Carver. Talk to a helper about what you learned. How is your life like his? How is it different?
- Fill in the Venn diagram on slide 10. You can use words and pictures.

Part Four:

- Look at slide 11. Talk with a helper about the questions.
- Look at slide 12. Have a helper read the slide with you. Answer the questions with a helper and write the answers in your interactive notebook or journal.
- Look at slide 13. Have a helper read the slide with you. Answer the questions with a helper and write the answers in your interactive notebook or journal.
- Create your own stamp design to remember George Washington Carver and celebrate how he made our lives better.

