

George Washington Carver

Struggle for Education Distance Learning Packet

Grades 2-4

The thoughtful educator realizes that a very large part of the child's education must be gotten outside of the four walls designated as classroom. He also understands that the most effective and lasting education is the one that makes the pupil handle, discuss and familiarize himself with the real things about him...

1910 bulletin number 18 entitled Nature Study and Gardening for Rural Schools



Activity: Interactive distance learning lesson

School Subject: Social Studies

Grade Level: 2nd-4th

Length: 45 minutes

Description: This lesson focuses on numerous obstacles George Washington Carver faced and overcame in order to earn his education and how he became a role model of perseverance and success. Following this program, students will be able to list at least three obstacles to education that George Washington Carver faced, two states where he lived while going to school, and one helpful character trait he possessed.

Common Core Standards - Literacy

CCSS.ELA-LITERACY.2.RF.4A Read grade-level text with purpose and understanding.

CCSS.ELA-LITERACY.2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CCSS.ELA-LITERACY.3.RF.4a Read grade-level text with purpose and understanding.

CCSS.ELA-LITERACY.3.RL.4 Determine the meaning of words and phrases as they are used in a text.

CCSS.ELA-LITERACY.4.RF.4a Read grade-level text with purpose and understanding.

Missouri's Show-Me Standards - Social Studies

3a.C.2-4 Identify and describe the historical significance of the individuals from Missouri who have made contributions to our state and nation.

3a.G.3 Describe the consequences of the Civil War in Missouri including on education, transportation, and communication.

PR.1.B.3. Role of citizens and governments in carrying out constitutional principles: Discuss and apply responsibilities of citizens including respect for the rights of others and treating others fairly (justice)

MUSWH.3a.B.4.a. Knowledge of the ways Missourians have interacted, survived and progressed from the distant past to present times: Identify and describe the significance of the **individuals from Missouri who have made contributions to our state and national heritage**; examples include Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton

MUSWH.3a.L.4.a. Understanding the causes and consequences of the Civil War: Describe the changes in Missouri since the Civil War in education, transportation and communication

Scheduling and Connection Information

[Email the park rangers](#) for program availability. Connect using cloud-based app or videoconference system. George Washington Carver National Monument, gwca_interpretation@nps.gov, 417-325-4151

Procedures

Computer should be connected, and the students should be in the virtual classroom at the scheduled time. Using distance learning teacher packet, teachers are asked to help students complete pre-work before the program.

Teachers should remain in the physical classroom with their students during the program.

Before your scheduled program

As a class, take the **Here's What I Think Now** quiz and record the number of true and false answers for each statement.

Choose at least one of the following activities:

- On [the park website](#), watch the film *Struggle and Triumph, the Legacy of George Washington Carver* (29 min.)
- Conduct a George Washington Carver lesson using the Biography Cards for 2nd or 4th grades found on [the park website](#).
- Define or discuss words on the suggested vocabulary list.
- As a class, brainstorm a list of thoughtful questions for the park ranger.
- OPTIONAL: Borrow the traveling trunk, if desired, which contains copies of *The Original Blue Back Speller*, slates and slate pencils, Carver biographies, and more. Trunks must be returned.

On the day of your program

Report to the virtual meeting room at your scheduled time. The park ranger will be waiting and will give an introduction and go over logistics. Using photographs, George Washington Carver's obstacles to education will be discussed, focusing on character traits he used during the following times or events:

- childhood exploring the Missouri farm of Moses and Susan Carver (**inquisitive**)
- rejection based on race at the local one-room school (**resilience**)
- moving to Neosho to attend the Neosho Colored School; teacher Stephen Frost's limited education (**determination**)
- teaching by Mariah Watkins and the African American community in Neosho
- moving to Kansas, drifting and poor (**perseverance**)
- rejection based on race at Highland College
- acceptance at Simpson College in Iowa
- success at Iowa State College (**accomplishment**)
- choosing a career at Tuskegee Institute in Alabama (**humanitarianism: caring, kind, helpful**)

Expect lots of questions from the park ranger! Following the discussion, the park ranger will ask students to present the questions they prepared. After the question and answer session and if time allows, students will be led in a fun lesson from *The Original Blue Back Speller*, the same book George Washington Carver used during his early school years, as time allows.

After your program

As a class, re-take the **Here's What I Think Now** quiz and record the number of true and false answers for each statement. Compare with the quiz taken before the program. If desired, [email](#) the results to park rangers.

Choose from the following activities:

- Read Edgar A. Guest's poem, *Equipment*, read by George Washington Carver in 1942. Discuss the equipment people have in common that may be helpful to overcome obstacles in life.
- Discuss obstacles to education that children may face now and ways to overcome them.
- Have students write a letter and thank someone important for their educational opportunities. They may want to choose a teacher, principal, school board member, parents, etc.

Suggested Vocabulary List

slavery

race

struggle

obstacle

segregation

inquisitive

determination

perseverance

humanitarian

Here's What I Think Now pre-test and post-test

Read the statements to the class and record the answers. To see any changes in knowledge following the program, conduct the quiz again and compare before and after results.

George Washington Carver was born into slavery in **Arkansas**. True _____ False _____

George Washington Carver became an orphan when he was a baby. True _____ False _____

George was rejected at the local school because he was **too old**. True _____ False _____

George left the Carver farm for a school for African American children. True _____ False _____

At his first school, the teacher had never been to college. True _____ False _____

George Washington Carver moved many times to attend school. True _____ False _____

He worked at laundry and other odd jobs while going to school. True _____ False _____

Carver graduated from Iowa State College with a degree in **medicine**. True _____ False _____

Carver became a teacher and scientist at Tuskegee Institute in **Missouri**. True _____ False _____

George Washington Carver never gave up on his goal of an education. True _____ False _____

Equipment, poem by Edgar A. Guest

read by George Washington Carver during the commencement address at Selma University (Alabama) in 1942

Figure it out for yourself, my lad,
You've all that the greatest of men have had,
Two arms, two hands, two legs, two eyes
And a brain to use if you would be wise.
With this equipment they all began,
So start for the top and say, I can.

Look them over, the wise and great,
They take their food from a common plate,
And similar knives and forks they use,
With similar laces they tie their shoes.
The world considers them brave and smart,
But you've all they had when they made their start.

You can triumph and come to skill,
You can be great if you only will.
You're well equipped for what fight you choose,
You have legs and arms and a brain to use,
And the man who has risen great deeds to do
Began his life with no more than you.

You are the handicap you must face,
You are the one who must choose your place,
You must say where you want to go,
How much you will study the truth to know.
God has equipped you for life, but He
Lets you decide what you want to be.

Courage must come from the soul within,
The man must furnish the will to win.
So figure it out for yourself, my lad.
You were born with all that the great have had,
With your equipment they all began,
Get hold of yourself and say, I can.