

Introduction

Choices. That's what freedom is all about. It is the ability to make the choices that determine the path of your life.

Dr. George Washington Carver once said, "We are the architects of our own fortune and the hewers out of our own destiny." Basically, the choices we make today determine our tomorrow.

Although we all make bad choices at times in our lives, our goal is to get as much information about something and make the best decision we can at the time. What we must then do is learn to face the consequences of those choices.

The young man at the beginning of this drama has to make a choice about drugs and alcohol. He has already made some wrong choices in the past.

Our society is caught up with the idea that "every one else is in control of my destiny." This is simply not true. We live in America in a period of time that provides us with more opportunities, freedoms and choices than at any other time in history.

Granted, there are things that we cannot change like the conditions into which we are born or the place we grow up. However, we can choose to have a good attitude, and we can choose the way we might handle a difficult or emotional situation.

Dr. George Washington Carver made choices in his life which inspire and encourage us even today. He was born into slavery; yet he became one of the most respected and admired men in American history. Was he able to do that because the government gave him land? No. Was he a revered scientist because someone gave him a diploma? No. He simply chose to become educated no matter what the cost.

From his education he learned how to get the things he wanted in his life. When faced with simple or difficult choices, he had one rule. He asked himself, "Is it right?"

The decision to use or not use drugs and alcohol is only one of the choices facing all of us today. No matter what the choices may be, we might all fare better if we stop to consider, "Is it right?"

How to Use These Files

The dramatization is a springboard to launch a whole study discussing making the right choices: Black history, American history, biographies and sciences. Teachers are encouraged to jump start interdisciplinary studies in math, nutrition, art, music and sociology from this project. Counselors, parents and peer leaders are also encouraged to use this video to counsel in areas to promote self esteem, encourage at risk students and direct character development.

These Web pages are a guide for further study of George Washington Carver, Booker T. Washington, the peanut and certain events that shaped the lives of these heroes. One section is devoted to the effects of underage drinking and the importance of learning to make the right choices. Use the teaching ideas and exercises introduced here to supplement study. There are various recommendations for games and activities that can be tailored for use with all age groups. There is a special section devoted to internet sites as well. At the end of the video, actor Braylon Curry hosts a video quiz, included on this site. It can be printed out and copied for use as a handout to students.

Chronology of Dr. George Washington Carver

- c. 1864 Born in Diamond Grove, Missouri.
- 1877 Begins formal education in Neosho, Missouri.
- 1884 Attends high school in Minneapolis, Kansas.
- 1885 Denied admission to Highland College in Kansas.
- 1886 Becomes a homesteader in Ness County, Kansas.
- 1890 Enrolls in Simpson College in Iowa.
- 1891 Attends Iowa State College of Agricultural and Mechanical Arts.
- 1894 Receives a Bachelor of Agriculture degree. Becomes a member of the staff.
- 1896 Receives a Master of Agriculture degree from Iowa State. Becomes Director of Agriculture at Tuskegee Institute in Alabama.
- 1898 Begins issuing bulletins on his experiment station work.
- 1916 Named to the advisory board of the National Agricultural Society. Elected a fellow of England's Royal Society for Encouragement of the Arts.
- 1918 Becomes a consultant in agricultural research for the U.S. Department of Agriculture.
- 1921 Appears before the House of Representatives for the peanut growers.
- 1923 Awarded the Spingarn Medal from the NAACP
- 1928 Receives honorary Doctor of Science degree from Simpson College.
- 1935 Works as a collaborator with the Department of Agriculture.
- 1939 Opens George Washington Carver Museum in a ceremony with Henry Ford.
- 1943 Dies on January 5 in Tuskegee, Alabama.

George Washington Carver

Born - George was born into slavery in 1864 or 1865, in Diamond Grove, Missouri. The exact date is unknown. George, his brother James and mother, Mary, belonged to Moses and Susan Carver. George's father was probably a slave on a nearby farm who was killed in an accident when George was an infant.

The Carvers - Baby George and his mother were stolen from the Carver farm by Confederate bushwhackers while James hid. The thieves must have thought George too sickly to earn a good price, and he was either abandoned or given away. In any case, the Carvers found George and accepted both him and his brother into their home. The childless Carvers, who never agreed with conventional slavery, treated the boys as if they were their own children. George and James never saw their mother again. The Carvers were the only real parents they ever knew. Since slaves rarely had last names, George and James later took the name "Carver" and used it as their own.

The Plant Doctor - George was kept from some of the harder labors because he was frail and frequently ill. He helped Susan with the household chores, including laundry, mending clothes and cooking. As a very young child, George learned to appreciate nature, working in the family garden. He also had the woods and wildlife of Missouri as his backyard. He earned the nickname "the plant doctor" because of his ability to help plants thrive.

"I wanted to know every strange stone, flower, insect, bird, or beast," Carver said.

School - George, although not a slave to the Carvers, was supposed to be able to attend the local church school when all slaves were freed. Prejudice still prevailed, however, and he was forced to attend a school eight miles away.

Neosho, MO - At the age of 12 (around 1877), George traveled to a nearby town to attend a school for black children. He slept all winter in a cold barn, did odd jobs around town for meals and went to school. The barn belonged to a black couple who was childless. They provided George better living quarters and meals in return for household chores. He could visit the Carvers on occasion but never lived with them again. Only a year later it was obvious that George must look elsewhere for a better education. He then left Missouri behind.

Fort Scott, KS - George was 100 miles away from his birthplace and beginning a quest for education that lasted over 20 years. He quickly found work doing domestic chores and began attending school. The housekeeping lessons he learned at Susan Carver's side served him well, keeping him fed while others were starving.

High School - Olathe, Kansas, near Kansas City, became young George's next stop. By 1880, he was on his way to Paola and then Minneapolis, Kansas, where he completed high school. He was acquiring an education and feeding his desire to learn in a mostly

white school. The saddest part of this time was the loss of his brother. George saw Jim for the last time in 1883. Jim died a short time later of smallpox in Seneca, MO.

The Old College Try - Carver applied and was accepted to Highland College in 1885. Spending all of his money to get there, he was shocked to be turned away when the school officials saw that he was black. This frustration is probably what made Carver decide to become a farmer like Moses Carver and to give up on his education. He stayed on in Highland for awhile, doing domestic work before trying his hand at something completely new and different.

Homesteading - Beeler, Kansas was a good place to start his new life, thought George. The Homestead Act of 1862 gave anyone a tract of land to cultivate for five years. At the end of those years, the homesteader was given the permanent title. George took advantage of the offer and began building a home and clearing the land. He also took an active part in community life by taking art lessons, joining the local literary society and playing accordion at community events. Homesteading was very difficult, however, and George decided it wasn't the life he really wanted. Three years later he gave up this lifestyle and looked toward the East.

Simpson College - It was a friendship with Dr. and Mrs. Miliholland in Winterset, Iowa that led to George's admission to Simpson College. This college in nearby Indianola accepted students without regard to race. He supported himself by opening a laundry. George studied art but did not take any science classes. His art teacher, Etta Budd, was the daughter of a horticulture professor at Iowa State. She noticed George's interest in flowers and encouraged him to attend Iowa State.

Iowa State College - Carver blossomed at Iowa State as he joined the Debating Club, Art Club, German Club and YMCA. He achieved the highest rank in the National Guard Student Battalion and also became the first trainer for the football team. He earned his Bachelor's degree in 1894. His teachers encouraged him to earn his Master of Agriculture degree and to teach freshman courses. He pursued both and became a gifted teacher.

Job Offers - Although Iowa State wanted to keep Carver on its teaching staff after his graduation, he felt compelled to help others in black colleges. He had offers from Alcorn Agricultural and Mechanical College in Mississippi and from Tuskegee Normal and Industrial Institute in Alabama. In the end, Tuskegee allowed him to finish his master's degree that summer before joining its faculty.

Tuskegee Institute - In October of 1896, Carver found himself in the Deep South. He had traveled over 1000 miles to a place where blacks were not treated in the same way he was used to being treated. He knew that this was the place to fulfill his dreams with research as a scientist and also a place where he could help his people realize all they could become following the end of slavery.

The Original Recycler - Having no real laboratory, Carver asked students to help him comb through garbage to find usable glass and containers for reuse. Everything was made

useful, and nothing was thrown away. Carver believed everything had a purpose, even if that purpose might change over time.

A New Era - For years farmers had been planting cotton season after season. They were depleting the soil and actually producing less and less. Carver also watched the destructive path the boll weevil made as it worked its way through the South. He warned farmers that their cotton crops would disappear and all that would remain would be famine and unusable soil. With crop rotation Carver ushered in a new era in agriculture in the South. He encouraged the farmers to plant sweet potatoes, peanuts and soybeans to help restore the soil. These crops were easy to grow and provided the much needed nutrients for soil.

The Peanut Man - When the farmers did listen, they found themselves with a huge crop of peanuts and no market for their crop. Farmers were mad at Carver. The story goes that he locked himself in his laboratory and asked God why He made the peanut. Days later he emerged with over 300 products that could be made from the peanut plant. Years later Carver was asked to speak before Congress about these discoveries and the usefulness of peanuts.

Humanitarian - Carver believed his ideas and inventions were gifts from God. Therefore, he never accepted any money for them. Unlike many inventors of the time, Carver earned nothing when he might have become a millionaire. Patents were issued for many inventions, but only a couple were set up to benefit Tuskegee Institute after Carver died.

Honors - Carver wrote pamphlets in simple language and taught the things that helped people survive and prosper. To him the greatest reward was to see people learning and being self sufficient. However, he was given many honorary degrees and had many influential friends like Henry Ford and President Franklin Roosevelt. A museum and a foundation were also named for Dr. Carver.

Death - George Washington Carver died at Tuskegee Institute on January 5, 1943, at the age of 77. He had worked there for 47 years. He was buried next to his friend Booker T. Washington.

Booker T. Washington

Born - Booker was born into slavery about 1856, in Franklin County, Virginia. His mother's name was Jane. He had a brother named John and a sister named Amanda.

A Taste Of School - Booker was told to carry books and walk his owner's daughters to school. That was his first taste of school, and he longed to be a part of it. His mother often reminded him that slaves could not go to school, nor were they allowed to learn to read or write.

Emancipation - Jane took her children to be with their stepfather in Malden, West Virginia after they were freed. They walked most of the 500-mile journey. Booker was sure that freedom meant he could now attend school, but there was no school in Malden. He had to work to support the family anyway. He worked long days in the salt mines and later in the coal mines.

School - Booker left home at 16 to attend a school in Hampton. His whole family took the last name of Washington when Booker decided to borrow it from another famous American. Before he left home, Booker's mother revealed to him his middle name, Taliaferro. Working as a janitor to pay his way, he would eventually teach at this same school, Hampton Normal and Agriculture School.

Tuskegee, AL - Booker T. Washington moved to Tuskegee in 1881. Borrowing a small church house, he became the first leader of the now famous Tuskegee University. With only 30 students, Tuskegee Institute opened on July 4, 1881. He built the campus with fine teachers and a heart for his people. He believed that education and hard work were the only ways former slaves would ever be able to advance themselves.

Tuskegee Machine - This political group, headed by Washington, opposed any agitation for civil rights for blacks. Washington's 1895 speech about the race problem brought him national attention. His views were moderate, and many whites supported him. Many influential white business leaders helped build the institute with large monetary gifts. Upon Washington's death, however, the more radical activists took over this political group.

Up From Slavery - Washington's best selling autobiography was published in 1901.

"...success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed. Out of the hard and unusual struggle through which he is compelled to pass, he gets a strength, a confidence, that one misses whose pathway is comparatively smooth..."

Death - Booker Taliaferro Washington died on November 14, 1915. He is buried on his beloved Tuskegee campus. Tuskegee University had grown to 161 buildings on 268 acres with almost 5,000 students, teachers and staff.

Vocabulary

African American - Black people who once lived in Africa and were brought to America to be slaves. Most African Americans are American citizens.

Agriculture - The science and business of cultivating the soil, producing crops and raising livestock.

Biology - The science of living organisms and life processes, including the study of structure, functioning, growth, origin, evolution and distribution of living organisms.

Boll - The rounded seed pod or capsule of certain plants, such as flax or cotton.

Boll Weevil - A small gray long-snouted beetle of Mexico and the southern United States having destructive larvae that hatch in and damage cotton bolls.

Botany - The biological study of plants and plant life.

Bushwhackers - Bands of guerrilla fighters that sympathized with the southern states during and after the Civil War. They often attacked Northerners and stole slaves to trade for money in the South.

Chemistry - The science of the composition, structure, properties and reactions of matter.

Choice - The power, right or liberty to make a selection or choose an option or alternative.

Civil War - A war between factions or regions of one country. Specifically the North versus the South in the United States from 1861 to 1865 partially over the issue of slavery.

Conservation - The act or process of protecting from loss or depletion with controlled usage and systematic preservation.

Crop Rotation - Planting different crops to restore vitality and nutrients to soil instead of depleting it with the same crops season after season.

Ecology - The science of the relationships between organisms and their environments.

Emancipation - To free or release from control, oppression, bondage or restraint, to liberate.

Emancipation Proclamation - Issued by President Abraham Lincoln, effective January 1, 1863, this law freed all slaves in territory still at war with the Union.

Equality - Having the same value as another.

Freedom - The condition of being free of restraints and oppression. At liberty to make choices without specific restrictions.

Grafting - To unite a shoot or a bud with a growing plant by insertion or by placing in close contact.

Homestead Act - This 1862 law passed by Congress promised ownership of a 160-acre tract of public land to a head of a family after he had cleared and improved the land and lived on it for five years.

Jim Crow Laws - Any of a number of discriminating practices favoring or promoting the suppression of black people.

Legume - A pod, such as that of a pea or bean, which splits into two halves with the seeds attached to the lower edge of one of the halves.

Normal School - A school that trains teachers, chiefly for the elementary grades. So called because the first school named was intended as a model.

Sharecropping - Tenant farming that many slaves chose when they were emancipated. The tenant gave a portion of his crop instead of rent to the landlord.

Slave - One bound in servitude to a person or household as an instrument of labor.

Addressing Underage Drinking

Teaching students the facts in order to make the right decisions not only helps to combat underage drinking but also helps them to take personal responsibility in all areas of their lives. Most studies show that children are most impressionable between the ages of 9 and 11. However, it is never too late to discuss drinking and the issues associated with it.

Please check the internet sites listed on this site for additional information. Many companies offer free materials, provide classes and maintain a list of speakers who will work with students and adults about drinking and drug related issues.

The younger someone starts drinking, and the greater the intensity and frequency of consumption, the greater the risk of using other drugs.

Research shows that the longer a child's use of alcohol can be delayed, the likelihood of his becoming a problem drinker or even a drunk driver is significantly decreased. Almost half of the children who begin drinking at age 13 will have a dependency problem or become alcoholics. Only 10 percent of those who wait until age 21 to drink will have an alcohol dependency problem.

Why do we need to help young people deal with these issues?

More 12 to 17 year olds name drugs as the most important problem they face (more than violence, crime, social pressures or any other issues).

Alcohol is the most frequently used substance by young people. They say drinking, using illegal drugs and using tobacco use make them feel grown up, help them relax, or help them rebel.

Students should know that...

- It is illegal in all 50 states to drink under the age of 21.
- Alcohol counts for 45% of all traffic fatalities. The single leading cause of death among 15-24 year olds is drinking and driving.
- For driving under the influence, each state has different laws. In some areas a teenager's license is taken away for up to one year upon conviction. A jail sentence on the first offense is not uncommon. Insurance companies can also revoke auto insurance and charge up to three times more for ³high risk² drivers.
- Size, age, gender, how fast a person drinks and having food in the stomach all determine how a drink affects a person. A 12-ounce can of beer is equal to a shot of 80-proof whisky or a six-ounce glass of wine. It takes the human body up to one hour to eliminate the alcohol in one drink. Students must be taught that alcohol poisoning can slow down the heart and eventually stop it. Passing out after drinking can be life threatening.
- Alcohol concentration in a person's blood is measured in tenths of a percent and is called the blood alcohol concentration or BAC. This percentage seems quite

small, and very few states have a limit of more than .08 BAC. However, at just .02 the ability to perform complex tasks--like driving--is reduced. Time and only time reduces the BAC.

Alcohol and Pregnancy

People who are drinking are more likely to let their feelings control their actions. They might take risks they would not normally take. They might believe that having sex just once is okay. A person who has been drinking is more likely to pressure someone else into having sex, or to give in to pressures of having sex.

Think about this...

Not drinking and not getting into an intimate situation with someone who has been drinking will help you to make the best choice.

Do you want a pregnancy at this time in your life?

Do you know the risks of venereal disease and even HIV?

Babies exposed to alcohol in the womb can miscarry, be born premature, and have permanent problems like birth defects and mental retardation.

Do you know a child who is drinking or using illegal drugs? Do they exhibit the following signs?

Falling grades
Little concern about personal hygiene
Decrease in appetite
Communication problems/Secretive behavior
Reddened eyes/small pupils
Slurred speech
Blackouts or dizziness
Lying
Disappearance of money
Vomiting

If you note a sudden or dramatic change in a child's behavior, seek professional help immediately.

What can we do to prevent underage drinking?

Always set a good example. Be a good role model, and encourage good role models. Be approachable and stay involved and interested in this child's life.

Talk openly sharing facts and not using scare tactics.

Have clear rules and remind young people of the laws.

Internet Sites

The following web sites will provide access to information for teachers, students and parents. Additional classroom materials including traveling trunks, audiotapes and videotapes, are available from many of these groups.

George Washington Carver National Monument

www.nps.gov/gwca

Or write:

5646 Carver Rd
Diamond, MO 64840

Or call:

417.325.4151

National Park Service: Tuskegee National Historic Site

www.nps.gov/tuin

Iowa State University

www.iastate.edu

Simpson College

www.simpson.edu

Tuskegee University

www.tusk.edu

Smithsonian Institution: African American Inventors Series

www.si.edu/resource/faq/nmah/afinvent.htm

Office of National Drug Control Policy

www.projectknow.com

Anheuser-Busch Companies, Inc.

www.beeresponsible.com

Or write:

Anheuser-Busch Company, Inc.
Consumer Awareness Education
One Busch Place
St. Louis, MO 63118

Or call:

1.800.359.TALK (8255)

This company has a bureau of speakers across the nation, a myriad of programs, and special materials for parents.

Office of National Drug Control Policy

www.freevibe.com

Mothers Against Drunk Driving

www.madd.org

White House Office of National Drug Control Policy

www.whitehousedrugpolicy.gov

Partnership for a Drug-Free America

www.drugfreeamerica.org

US Dept of Education Safe & Drug-Free Schools Program

www.ed.gov/offices/OESE/SDFS

or call:

1.877.4EDPUBS

Department of Justice

www.ncjrs.org

or call:

1.800.638.8736

American Academy of Pediatrics

www.aap.org

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The movie *The Peanut Man: The Story of George Washington Carver* is a fictionalized account of an historical event. Some characters have been changed and others added for dramatic effect.

It is important to remember that the handbook and the video are part of interdisciplinary and multi-cultural studies of history, biography, literature, geography, tolerance, and intolerance and should be included in the broader scope of any curriculum.

Essay Topics

Read the following quotations, and write an essay on what they mean to you.

"It is not the style of clothes one wears, neither the kind of automobile one drives, nor the amount of money one has in the bank that counts. These mean nothing. It is simply service that measures success."

Dr. George Washington Carver

"No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem."

Booker T. Washington

"I will allow no man to drag me down so low as to make me hate him."

Booker T. Washington

Other Essay Ideas

Read Dr. Carver's favorite poem, "Equipment" by Edgar A. Guest. What does it say about doing the right thing? Can you apply it to your own life?

If you were doing experiments as Dr. Carver today, what would be your subject of study?

What is the difference between Right and Wrong?

Whom do you rely upon to help you determine right from wrong?

Classroom Activities

Following are suggestions for activities to use in the classroom to encourage continued study about this video and to jump start learning in other areas. Interdisciplinary learning has been a major concern in the development of these ideas. For example, while some of the activities associated with nutrition might be more appropriate for younger students, the botany suggestions might work for all age groups. Please refer to the internet sites listed in this book for other ideas.

Discuss the peanut plant, its structure (leaf, flower, peg, fruit and roots) and life cycle. Peanut plants can take two months from planting to harvest but are easy to grow. Experiments with photosynthesis are valuable in the following activity.

When the ground is warm and there is not a chance of freezing, students can grow peanut plants outside. If the weather is not appropriate, students can plant inside and transplant later. A good way to start is to soak the raw unshelled nuts for a few days to watch them sprout. Place two to three nuts or sprouts about five to six inches deep about a foot apart. Using different kinds of soil (loam, clay, humus, and sand) and enriching the soil with fertilizer will show students how Dr. Carver worked. Peanuts will need to be dug up and removed from the pegs. Dry the peanuts for two weeks or so before eating, roasting, etc.

Partially submerge a potato of any kind into a jar of water. Use toothpicks to hold the top half of the potato above the water. After vines and roots appear, transplant to a pot of soil or outside. This is also another good area to discuss and experiment with different kinds of soil.

Students in younger grades can learn to sort foods into the food groups by a show of hands or through drawing or cutting out pictures. The food groups include Breads, Cereals and Grains, Fruits and Vegetables, Dairy products, Meats and Proteins, and Fats, Oils and Sweets.

Older students can research the structure of a peanut plant and a peanut. They can start by dissecting a peanut and/or peanut plant. Working in groups or alone, they can draw a diagram and explain what parts of the plants create what products. Research can also reveal what percentages of the plant are protein, fat, vitamins, etc.

Using recipes and labels, students can learn about the amount of fat, protein, etc. in a particular item. Discussions can follow about making wise dietary choices.

Taking a nature walk is both relaxing and informative. This can be a tremendous step in teaching children how to handle stress. Finding items to use for an art project is one goal. Another might be to find berries to crush and use for painting and other materials to use for brushes, etc. Remind students not to ingest the things they find on the nature walk. Poisonous plants can hurt or even kill a student.

Drawing, painting or in some way recreating the plants and animals found on a nature walk is a fun activity. Older students can learn to identify the types of plants by their common and Latin names.

Another field trip could be to go to the grocery store. How many different kinds of nuts are on display? How are they different in texture, smell and taste? How many products are made from peanuts other than peanut butter? How many types of peanut butter can be found?

Dr. George Washington Carver believed in using all of a plant and not wasting any of it. What can students do with a peanut? What can they do with the shell and the seed? Students can use the scientific method: identify a problem, form a hypothesis, gather data by observance, experimenting and researching, and test an hypothesis over and over. Working in groups, students must determine what they want to know, experiment, keep a log and be able to explain whether their results support or disprove their theories.

A simple experiment uses mathematics. Put a teaspoon of shelled raw peanuts into a jar, and add ten teaspoons of water. Leave it overnight. The next day students can observe that the peanuts are larger. Measurement will indicate how much water is left and how much was absorbed. Group discussion following this experiment reveals how and why a seed needs water to germinate or stimulate growth. Finally, the softening of the nut provides a pantry of food for the growing plant until it can use photosynthesis and grow roots to sustain itself. Younger students can use peanuts in counting games. Eat the right answers, but compost the wrong ones.

Accuracy in this same experiment can reinforce the scientific method for older students.

Dr. Carver loved music. He sang soprano and played the organ, piano, accordion and violin. Students can listen to music and draw pictures to illustrate what they hear. They might also use magazines to cut and paste pictures of instruments.

Older students might identify the instruments they hear in the music. Writing a poem or a short story to accompany the music is another idea. Students should be encouraged to draw and label a peanut plant.

Using sponges or items found on a nature walk, students can create their own artwork. Encourage using ALL of the items and not wasting anything. Remember that Dr. Carver was a great recycler.

Take a look at the garbage. What is in there now that can be recycled? Have students bring a small bag of garbage from home without discussing how it will be used. As a group or in pairs, students can identify what can be recycled and document the ratio of recyclable material to that which they must throw away. Using a map, trace Dr. Carver's life journey from Diamond, Missouri to Tuskegee, Alabama. Use the chronology in this book. Use another map to follow Booker T. Washington's journeys.

Dr. Carver kept himself alive by doing other people's domestic chores, including running a laundry. A group discussion about practical jobs can lead to discussion of why Booker T. Washington created Tuskegee Institute. Have students learn how to properly starch and iron shirts to appreciate hard labor and pride in a job well done.

Students can interview a farmer to learn how crops are grown, rotated and harvested. A written, oral, or videotaped report should follow.

Video Quiz

1. Why was Dr. George Washington Carver nicknamed "The Peanut Man"?
2. What was important about Tuskegee, Alabama?
3. True or False: Thomas Edison offered George Washington Carver \$175,000 to head up a research lab.
4. Name one of the food items besides peanuts that Dr. Carver worked with to create new products.
5. True or False: Dr. Carver came from a very wealthy family.
6. Name the founder of Tuskegee Institute.
7. The peanut came from Asia, Europe or Africa?
8. Finish Mr. Carver's famous saying that the librarian quoted.

"Nothing is useless. A weed is simply a
_____ growing in the wrong place."
9. Name one product Dr. Carver discovered that comes from peanuts.
10. What life lesson did Drey learn from Dr. Carver?

Essay Questions

Why is the library card the key to infinite knowledge?

Why do you think Dr. Carver put all of his bonus checks in a drawer without cashing them? Explain.

Dr. Carver taught us about generosity and selflessness. How can you apply this to your life?