



# The Book Planter



## Ag in the Classroom

Post Office Box 27766 | Raleigh, NC 27611 | (919) 782-1705  
ncaginthe classroom.com

### October 2022 Chapter Book

#### *A Pocketful of Goobers: A Story About George Washington Carver*

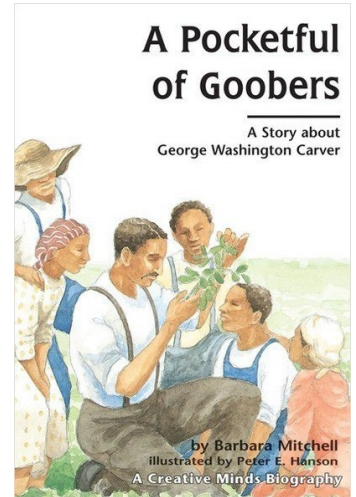
Written by: Barbara Mitchell

Illustrated by: Peter E. Hanson

There wasn't anything that George Washington Carver couldn't grow. He took the common goober—today's peanut—and created hundreds of useful products from it, turning goobers into a very profitable staple for the South. At the same time, this very special man passed on to everyone who knew him the importance of following one's own dreams.

#### Did You Know?<sup>1</sup>

- Peanuts are not nuts! They are legumes. Legumes are flowering plants that have seeds in pods which grow on the roots of the plant. Peanut pods develop underground.
- It takes about 540 peanuts to make a 12-ounce jar of peanut butter.
- Two peanut farmers have been presidents of the USA—Thomas Jefferson and Jimmy Carter.
- North Carolina is ranked number 5 in the USA for producing peanuts.



#### Discussion Questions – Chapter 1

1. Why didn't George know how old he was?
2. The Ku Klux Klan didn't like that Susan Carver treated Mary more like a sister than a slave. Who did they take it out on? Did that seem right?
3. What did George do so he could learn at the "white" school?
4. Later, why couldn't George attend the school for black children?
5. "Maybe then he could strike out on his own." 'Strike out on his own' is an idiom. What does this phrase mean?
6. Why did Mariah and Andrew Watkins see George as a "godsend?"
7. How many students were in George's school?
8. What was the attitude of the teacher there?
9. What instructions did Aunt Mariah give George?
10. Draw a picture of the book that Aunt Mariah gave George for Christmas which he read until he was 80 years old.

#### Discussion Questions – Chapter 2

1. Although George had no experience, what qualities helped him get the job and perform the job well?
2. As George moved from school to school, what was important about each new one? What did he look for in a school?

3. George started a business of his own. Draw some items that he might see every day in his business.
4. Where did George Carver get his middle name?
5. When asked why he studied and worked so hard, George replied, "Because, I am \_\_\_\_\_ and then I am \_\_\_\_\_."
6. George applied to Highland University and not only got accepted, but he also received a scholarship. What happened when he went to the college?
7. 7. At a church, George met Mrs. Hulholland and began exchanging \_\_\_\_\_ lessons for piano lessons.
8. Finally, in college at Simpson College, George and Miss Bud had a common interest in plants. Formulate a plan of where you could place plants in your classroom.
9. Determine what is meant by, "His professors were soon citing his work in their lectures." (page 24)
10. Create your own test question. Include the page number where the answer can be found.

### **Discussion Questions – Chapter 3**

1. What was "bumblebee cotton?"
2. On his first day as a professor at Tuskegee Institute, his thirteen students explained the reason why there were only thirteen students. What did they tell him?
3. On page 36, a student shouted, "It's 37 feet long, Prof!" What did this student mean when he said 'Prof?'
4. Explain what was causing the pumpkins to be fat and orange on heavy vines.
5. After one semester, Professor Carver's popularity had grown. He started out with 13 students in the fall, but how many did he have that spring? How many more students did he have?
6. The neighboring farmers laughed when the students plowed up \_\_\_\_\_ and got it ready for planting.
7. In chronological order, what three crops did the class plant before they planted cotton?
8. Farmers came to Professor Carver asking him for advice. What advice did Professor Carver give the farmers when the bull weevils were devouring the cotton crops?
9. What does "devour" mean?
10. Pretend you were one of the farmers. Decide whether you would have followed Professor Carver's advice. What would you say to defend your decision?

### **Discussion Questions – Chapter 4**

1. What happened with the farmers who began to follow Professor Carver's advice?
2. Why couldn't Professor Carver sleep after the farmers showed him all of the goobers?
3. After Professor Carver prayed about the problem, what did he do?
4. Professor Carver spent \_\_\_\_\_ day(s) and \_\_\_\_\_ night(s) in the lab, working on his by-products.
5. Professor Carver and his students served a unique meal to the Macon County businessmen. What was unique about the meal? What purpose did the meal serve?
6. Where was Professor Carver's first invitation to speak?

7. Professor Carver lugged two heavy boxes to the Exchange Hotel before being told the meeting was moved to the City Hall. There, he was told they had gone to the hotel. When he made it back to the hotel the second time, what did he notice?
8. What reason did Professor Carver give for keeping his anger to himself?
9. List five items that can be made from the by-products of peanuts.

### Discussion Questions – Chapter 5

1. After Professor Carver was invited to speak in Washington, D.C., what did the ladies at the college nag him about?
2. The author uses irony on page 53, a literary element. Verbal irony occurs when the reader realizes, because of their knowledge of the particular situation, that the opposite of what a character is saying is true. Professor Carver asked a porter to help him transport his specimens to the House of Representatives. The porter responded by saying, “Sorry Grandpop. I’m to meet some professor from Alabama and take him to that very place.” What makes this statement and situation ironic?
3. Why do you think the porter didn’t realize that Professor Carver was who he needed to transport to the House of Representatives?
4. Where did Professor Carver decide to go when told that the subject of peanuts wouldn’t be brought up for a while?
5. What were the first reactions the Congressmen had to Carver’s presentation?
6. Professor Carver had to think quickly because he was only given 10 minutes to present his information about peanuts. How did he grab the attention of the Congressmen?
7. After this presentation, which went on for an additional hour, Professor Carver became famous. He accepted the \_\_\_\_\_, but turned down all the \_\_\_\_\_.
8. Professor Carver had a soft spot for children. List three things that he did for children who came to him.
9. If you had the opportunity to meet Professor Carver, what would you like to say to him? What questions would you ask him?
10. Why was this book titled *A Pocketful of Goobers*?

### Word Work

Have students write a definition for each word draw a picture showing the meaning of the word, and write a sentence using each word.

Horticulture

Nitrogen

Linoleum

Gullies

Boll Weevil

Starch

Topsoil

Specimen

Legumes

Faculty

## Engage<sup>2</sup>

1. Ask your students if they can tell you what protein does for their bodies. Allow students to draw on their prior knowledge to recognize that protein helps build and repair muscles in their body.
2. Ask your students, "What kind of foods contain lots of protein?" Students will likely list various meat products. Meat comes from animals and has an abundant supply of protein. Ask your students if they can think of a protein-rich food that comes from a plant. If students cannot guess, give them some or all of the following clues until they guess *peanut butter*:
  - This food can be spread on bread.
  - Many people like to eat it with apples, celery, or bananas.
  - It is made by cooking and crushing a specific type of nut until it is a smooth and creamy texture.
  - You can make a sandwich using this food, jelly, and bread.
3. Explain to your students that peanut butter is a good source of protein in our diets. It is processed or made from peanuts. Today, your students are going to learn about the peanut!

## Explore and Explain<sup>2</sup>

### Materials Needed:

- [Peanut Plant](#) activity sheet
  - [My Peanut Plant Growth Chart](#) activity sheet
  - Large, clear plastic drinking cups
  - Small, round plastic or paper plates
  - Sand or sandy loam soil
  - 3-5 raw peanuts per student
    - Note: These are available at health food stores. Peanuts that have been dry roasted or blanched will not sprout!
  - Plastic spoons
  - Permanent marker
  - Paper towels
  - Water
  - Pen or pencil
  - Several pots (12 inches in diameter) or a ten-gallon aquarium
1. Read the information contained in the *Background Agricultural Connections* section of this lesson aloud to the students. Check student understanding by asking the assessment questions.
  2. Pass out the [Peanut Plant](#) activity sheet to students. As a group, label the parts of the peanut plant.

3. Have the students follow these directions for planting peanut seeds. You may wish to demonstrate the steps as they follow along with their own cups. (Note: Peanut seeds should be soaked overnight before planting.)
  - a. Get a cup. Write your name on it with a permanent marker.
  - b. Make a small drainage hole in the bottom of your cup with a pen or pencil (with teacher's help).
  - c. Fill your cup with soil to within one inch of the top of the cup.
  - d. Plant three to five peanuts about two inches deep in the soil. Press the soil firmly, but do not pack.
  - e. Fold a paper towel into a square and moisten with water. Place the paper towel under the plastic cup.
  - f. Then place your paper towel and cup on a paper or plastic plate.
  - g. Place the cup and plate in a warm spot on a window sill.
  - h. Record observations daily on [My Peanut Plant Growth Chart](#).
4. Keep plants in a warm room and expose them to as much direct sunlight as possible.

### North Carolina Peanuts Ag Mag Scavenger Hunt/Breakout Box

Students will use the [NC Peanuts Ag Mag](#) to answer the following questions.

1. What years did peanuts find their way to the United States? (1700s)
2. How many pounds of peanuts make a 12-ounce jar of peanut butter? (540)
3. When are peanuts harvested? (Fall)
4. What is the pest of peanut crops? (boll weevils)
5. How many uses did George Washington Carver find for peanuts? (300)
6. Peanut butter contains \_\_\_\_\_grams of protein per serving. (6)
7. Spanish peanuts have what color skins? (red)
8. What is crop rotation? (a method of switching crops in a field year to year to help soil fertility)
9. Is a peanut a nut? Why or why not? (no)
10. What percentage of peanuts are saved to use as seed for the following year's crop? (10%)

If using with [Breakout boxes](#), here are some possible lock combinations:

Word lock: FALL

4-digit lock: 1700

3-digit lock: 300 or 540

Color lock: RED dots

### Links

- Peanut Plant Worksheet  
[https://cdn.agclassroom.org/media/uploads/2015/06/15/Peanut\\_Plant\\_Activity\\_Sheet\\_Key.pdf](https://cdn.agclassroom.org/media/uploads/2015/06/15/Peanut_Plant_Activity_Sheet_Key.pdf)
- My Peanut Plant Growth Chart  
[https://cdn.agclassroom.org/media/uploads/2015/06/15/My\\_Peanut\\_Plant\\_Growth\\_Chart.pdf](https://cdn.agclassroom.org/media/uploads/2015/06/15/My_Peanut_Plant_Growth_Chart.pdf)

- Breakout Boxes  
<https://www.breakoutedu.com/>

## Sources

1. <https://www.ncfb.org/wp-content/uploads/2022/03/Peanuts-Ag-Mag-for-Web.pdf>
2. <https://northcarolinamatrix.agclassroom.org/matrix/lesson/266/>

## 3rd-8th Subject Areas

Reading, Writing, and Science

## NC Standard Course of Study

### Reading

- **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **RI.3.5** Use text features and search tools to locate information relevant to a given topic efficiently.
- **RI.3.6** Distinguish their own point of view from that of the author of a text.
- **RI.3.7** Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
- **RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text
- **RI.4.5** Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- **RI.4.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RL.5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.
- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.2** Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- **RI.6.7** Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue.

- **RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.7.2** Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RL.7.3** Analyze how particular elements of a story or drama interact.
- **RL.7.5** Analyze how a drama's or poem's (or other literary genre's) form or structure contributes to its meaning.
- **RL.7.6** Analyze how an author develops and contrasts the perspectives of different characters in a text.
- **RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- **RI.7.3** Analyze the interactions between individuals, events, and ideas in a text.
- **RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- **RI.7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- **RL.8.1** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.2** Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RI.8.1** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

#### Writing

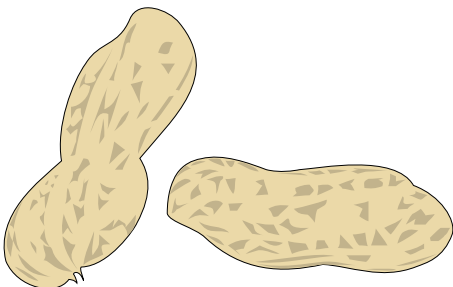
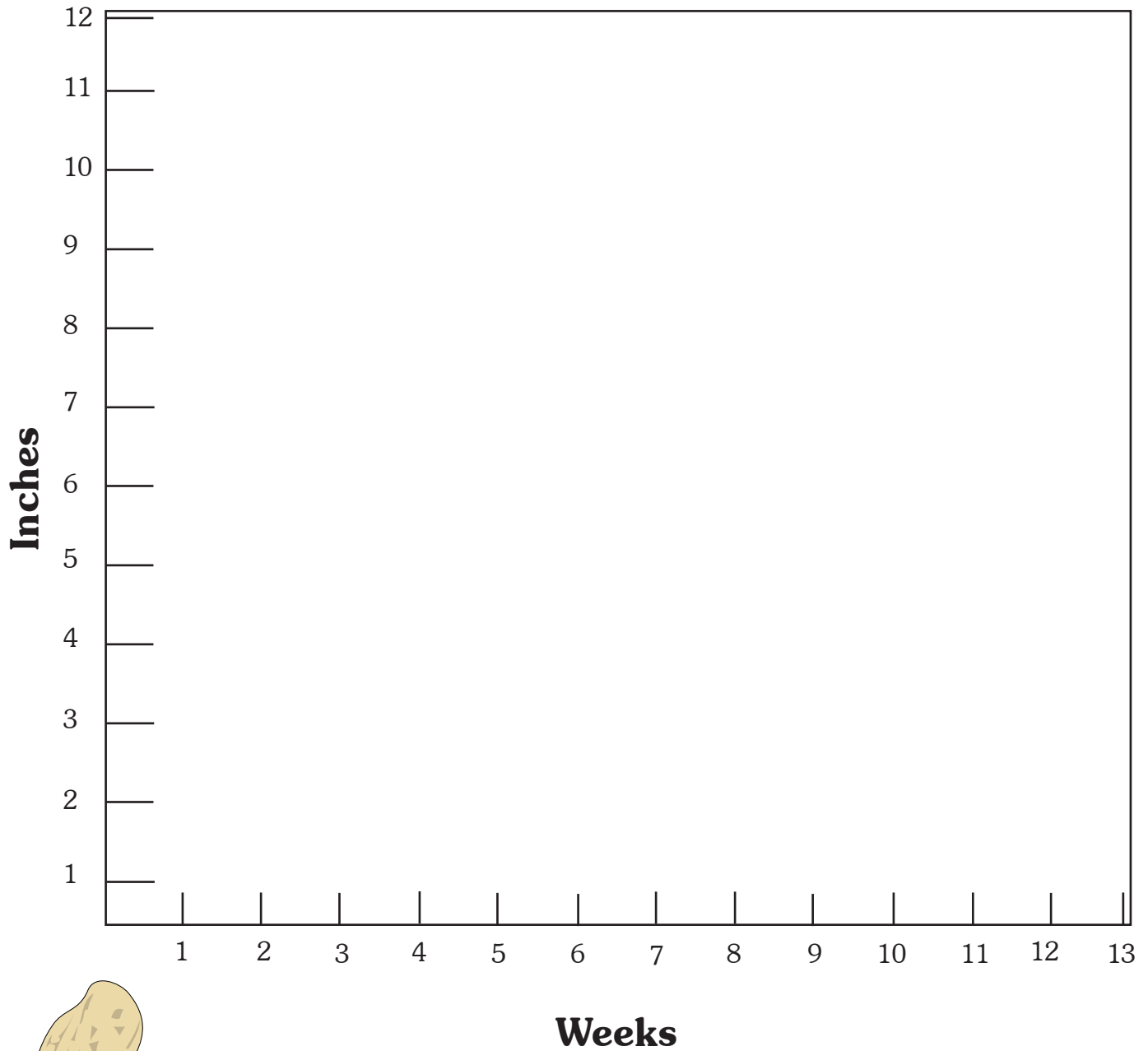
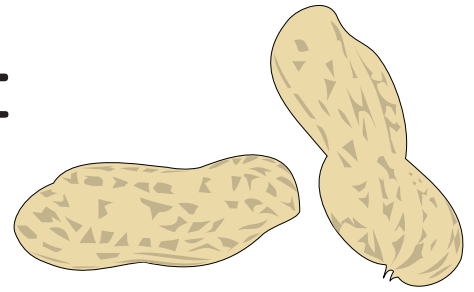
- **W.3.6** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **W.4.6** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **W.5.6** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

#### Science

- **3.L.2** Understand how plants survive in their environments.
- **5.L.2** Understand the interdependence of plants and animals with their ecosystem.
- **6.L.1** Understand the structures, processes and behaviors of plants that enable them to survive and reproduce.

Name \_\_\_\_\_

# My Peanut Plant Growth Chart



# Peanut Plant

## Answers

Can you label the parts of the peanut plant below?

Root  
Peanut

Peg  
Ground  
Leaf

Bloom  
Stem

