

Helping History

Students connect African American leaders with ways they helped their communities.

SS.K.AA.1 "Positive influences and contributions by African Americans."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 WHO HELPED? _____

a	Carver	Parks	King
b	King	Parks	Carver
c	Parks	Carver	King

2 MATCH HELPS _____

Carver	•	•	Bus seat
Parks	•	•	Dream
King	•	•	Farms

HOW TO RUN THIS PAGE

Use after a class introduction to George Washington Carver, Rosa Parks, and Martin Luther King Jr. Explain that the sheet uses their last names. Read each clue and name aloud; students circle names and match the specific examples they heard.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • WHO HELPED?

SAY “We will listen for ways people helped make life fairer and better. I will read each row. Listen to the clue, then circle the name that fits.”

ROW	SAY	STUDENTS CIRCLE
a	I will read the names: Carver, Parks, and King. Which person was a scientist who helped farmers care for soil? Circle the name that fits.	Carver
b	I will read the names: King, Parks, and Carver. Which person refused to give up her bus seat to protest unfair treatment? Circle the name that fits.	Parks
c	I will read the names: Parks, Carver, and King. Which person gave the “I Have a Dream” speech about fairness? Circle the name that fits.	King

PART 2 • MATCH HELPS

SAY “Think about the three clues we heard. I will read the names and words. Match each person to the example in that person’s clue: helping farms, keeping a bus seat, or giving the “I Have a Dream” speech.”

- **Carver** matches **Farms**
- **Parks** matches **Bus seat**
- **King** matches **Dream**

WHAT TO ACCEPT

Circle rows: Carver, Parks, King. Match Carver to Farms, Parks to Bus seat, and King to Dream, using the specific clues. Parks and King both worked for fair treatment; these examples do not describe all their work.