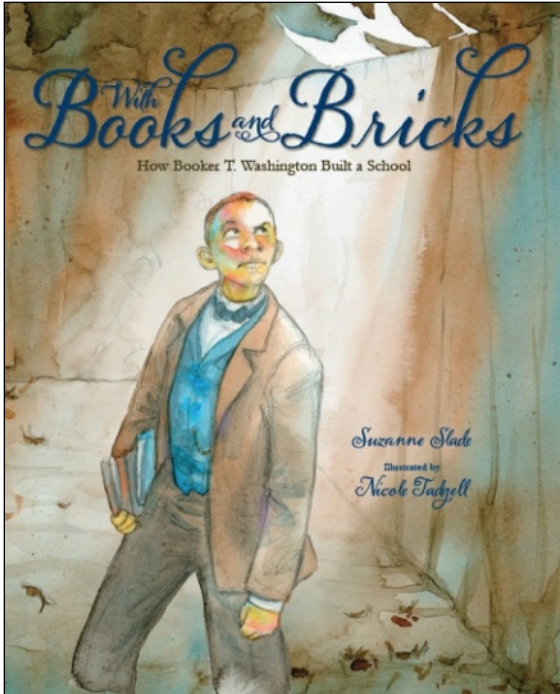


# With Books and Bricks

How Booker T. Washington Built a School

## Teacher's Guide

Created by Suzanne Slade



"Students need to hear this uplifting story of building character and overcoming hardships through determination and hard work."

- ★ Starred, *Library Media Connection*

"The story is told simply, with beautiful watercolor and pencil illustrations."

- *School Library Journal*

"The focus on hard work at the heart of accomplishment makes this story especially rewarding and relatable..."

- *Publishers Weekly*

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Ages 7-10 years

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(CCSS information from the Common Core State Standards Initiative at [www.corestandards.org](http://www.corestandards.org).)

## **OVERVIEW:**

Through the nonfiction exemplar text, *WITH BOOKS AND BRICKS: HOW BOOKER T. WASHINGTON BUILT A SCHOOL*, students will learn how Booker persevered through many challenges to get his own education and build a school for others, as well as consider the type of school they would want to build.

This may be a short assignment or expanded to an in-depth research assignment.

## **HOLIDAY TIE-INS:**

African-American History month – February  
Booker T. Washington’s birthday – April 5

## **“ANCHOR” COMMON CORE STATE STANDARDS ADDRESSED:**

### **CCSS Reading: R.1, R.2, R.3**

[CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCSS.ELA-Literacy.CCRA.R.2](#) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[CCSS.ELA-Literacy.CCRA.R.3](#) Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### **CCSS Writing: W.1, W.2, W.3, W.4, W.7, W.10**

[CCSS.ELA-Literacy.CCRA.W.1](#) Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.CCRA.W.2](#) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA-Literacy.CCRA.W.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

[CCSS.ELA-Literacy.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.CCRA.W.7](#) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.CCRA.W.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **CCSS Speaking & Listening: SL.4**

[CCSS.ELA-Literacy.CCRA.SL.4](#) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### **CCSS Language: L.1, L.2**

[CCSS.ELA-Literacy.CCRA.L.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.CCRA.L.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.]

## CLASSROOM ACTIVITIES

### 1. [Building Booker's School](#)

List each step in the planning and construction of Booker's school. Start with how he borrowed money to buy a farm. Number each step as shown below. Then write a descriptive paragraph(s) which explains the details of how Booker built his school.

1. Booker borrowed money
2. Booker bought a farm

([CCSS.ELA-Literacy.CCRA.R.1](#), [CCSS.ELA-Literacy.CCRA.R.2](#), [CCSS.ELA-Literacy.CCRA.R.3](#), [CCSS.ELA-Literacy.CCRA.W.2](#), [CCSS.ELA-Literacy.CCRA.W.4](#), [CCSS.ELA-Literacy.CCRA.L.1](#), [CCSS.ELA-Literacy.CCRA.L.2](#))

Modification options:

Teacher may specify number of construction steps to be included in narrative. Students may draw illustrations of one or more constructions steps, or pictures of the completed school to go with their narratives.

### 2. [Booker Didn't Quit](#)

When Booker T. Washington set out to build his new school he faced many difficulties along the way, from digging clay to baking bricks. Write a descriptive paragraph(s) which shares the details of several problems Booker encountered during his building project. Also share why you think he kept going and didn't give up.

([CCSS.ELA-Literacy.CCRA.W.4](#), [CCSS.ELA-Literacy.CCRA.L.1](#), [CCSS.ELA-Literacy.CCRA.L.2](#), [CCSS.ELA-Literacy.CCRA.SL.4](#))

### 3. [Building a Better School](#)

Pretend you're a teacher who has many students who want to learn, but no school building where you can teach them, just like Booker. Write a narrative about the kind of school you would build for your students. What would the building look like? What would you put in your new school and why?

([CCSS.ELA-Literacy.CCRA.W.1](#), [CCSS.ELA-Literacy.CCRA.W.2](#), [CCSS.ELA-Literacy.CCRA.W.3](#), [CCSS.ELA-Literacy.CCRA.W.4](#), [CCSS.ELA-Literacy.CCRA.L.1](#), [CCSS.ELA-Literacy.CCRA.L.2](#))

### 4. [Booker's Determination to Learn:](#)

After reading WITH BOOKS AND BRICKS: HOW BOOKER T. WASHINGTON BUILT A SCHOOL and the Author's Note in the back of the book, discuss the question below as a class. Encourage students to express their opinions and provide reasons for their answers.

– What do you think was the most difficult challenge Booker faced when he wanted to go to school and get his own education? Why do you think that challenge was the hardest?

([CCSS.ELA-Literacy.CCRA.SL.1](#), [CCSS.ELA-Literacy.CCRA.L.1](#))

### **PROJECT modification option:**

Complete all four above items over a period of time, allowing for sustained research and writing time over extended time frames and shorter time frames.

([CCSS.ELA-Literacy.CCRA.W.7](#), [CCSS.ELA-Literacy.CCRA.W.10](#))

### **ADDITIONAL RESOURCES:**

**More about Booker** (Tuskegee University) –

[http://www.tuskegee.edu/about\\_us/legacy\\_of\\_leadership/booker\\_t\\_washington.aspx](http://www.tuskegee.edu/about_us/legacy_of_leadership/booker_t_washington.aspx)

**More about Booker** (PBS) –

[http://www.pbs.org/wnet/jimcrow/stories\\_people\\_booker.html](http://www.pbs.org/wnet/jimcrow/stories_people_booker.html)

**History of the school Booker built** (Tuskegee University) –

[http://www.tuskegee.edu/about\\_us/history\\_and\\_mission.aspx](http://www.tuskegee.edu/about_us/history_and_mission.aspx)

**Booker T. Washington notable quotes** (Booker T. Washington Society) –

<http://www.btwociety.org/library/misc/quotes.php>

**Letters written by Booker T. Washington** (Booker T. Washington Society) –

<http://www.btwociety.org/library/letters/>

### **ABOUT THE AUTHOR:**



Suzanne Slade is the award-winning author of more than 100 nonfiction children's books including another biography about Booker, **BOOKER T. WASHINGTON: TEACHER, SPEAKER, AND LEADER**.

You can find out more about the author and her upcoming books at [www.suzanneslade.com](http://www.suzanneslade.com).

(Suzanne with illustrator, Nicole Tadgell)