

Book One: People

AMERICA

From Apple Pie to Ziegfeld Follies

**Kirk Schriever
&
John Sivell**

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to
Ziegfeld Follies

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Kirk Schriefer
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Illustrations: Jeannette McNaughton

Series Editor: John F. Chabot



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IN CANADA

IN THE UNITED STATES

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Box 408

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Virgil, Ontario

Lewiston, New York 14092-8297

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Canadian Cataloguing in Publication Data

Main entry under title:

America from apple pie to Ziegfeld follies

Contents: bk. 1. People / Kirk Schriefer & John Sivell -- bk. 2. Places / Arlene Arch & John Sivell -- bk. 3. Things / Kirk Schriefer & John Sivell -- bk. 4. Events / Kirk Schriefer & John Sivell.

ISBN 1-895451-17-5 (v.1)

ISBN 1-895451-18-3 (v.2)

ISBN 1-895451-19-1 (v.3)

ISBN 1-895451-20-5 (v.4)

1. English language - Textbooks for second language learners.* 2. Readers for new literates.

3. Readers (Adult). 4. High interest-low vocabulary books. 5. Readers - United States. 6. United States.

I. Schriefer, Kirk, 1956- . II. Sivell, John,

1946- . III. Chabot, John F., 1959-

IV. Arch, Arlene, 1970- .

PE1128.A46 1996 428.6'4 C96-931867-7

Illustrations: Jeannette McNaughton

Series Editor: John F. Chabot

ISBN 1-895451-17-5

Printed in Canada

INTRODUCTION

AMERICA From Apple Pie to Ziegfeld Follies is a reproducible ESL/EFL reading-and-discussion text for false beginners, or for true beginners who have already had about eight months of instruction in the language. It offers a number of important design features to make both teaching and learning easier and more enjoyable.

- 1) Contextualized learning: The short self-contained articles in each unit benefit from a very clear focus that facilitates realistic concentration on inter-related items of vocabulary and grammar that are relevant to the topic and the argumentative purpose.
- 2) Content that really matters: Each unit examines an element of the American experience that will genuinely interest and inform not only immigrants to this nation but also learners abroad who want to know more about the history, geography and culture of the United States.
- 3) Lively journalistic style: Although the passages are carefully limited to an elementary level of language difficulty, their style remains vivid and authentic.
- 4) Well-balanced exercises: The plentiful exercises offer a good range of integrated activities for each unit -- getting the main idea, basic comprehension, finding details, inferences, interpretation and extension of important concepts, vocabulary study, a word puzzle, and a cloze exercise.
- 5) Illustrations: There is a clear and evocative illustration in each unit; this can be used as a pre-reading exercise, for vocabulary brainstorming, or as the basis for discussion.
- 6) Answer Key: The text includes a full answer key for every closed-ended question in every unit.
- 7) Reproducible: Purchase of an original copy of the text brings explicit permission to the purchaser to reproduce pages at will.

This package can be used quite simply as it is presented in these pages. In fact, it was carefully planned to be effective in that way. However, resourceful teachers will most likely want to consider one or more of the following suggestions:

- **Pre-Activity:** Instead of immediately beginning to read the passage, have students start with a discussion or game to encourage thought about the theme or content of the unit. The picture or title at the head of the unit can be useful in this connection; so can newspaper or magazine illustrations or headlines, or current television or radio news items.
- **Order of Exercises:** By all means, use all the activities provided for each unit, and allow sufficient time for these to be completed thoroughly (including time for small groups to discuss alternate answers and so on). But build in variety by changing the order in which the exercises are done, and by varying the designation of activities for in-class or at-home assignment.
- **Intensity of Work:** Be sure to take full advantage of the wide range of different kinds of involvement that these materials offer. At one end of the continuum, for instance, the Interpretation questions can be used to inspire free, creative discussion of themes, values and general ideas. By contrast, at the other end of the continuum, the Word Power exercises provide an excellent foundation for practice in all the detailed and demanding but very important strategies for independent vocabulary development: not just careful contextual reading and word-part analysis, but also dictionary and thesaurus use. Resourceful attention to this kind of varied involvement with the materials will make teaching and learning more enjoyable and more effective, too.
- **Post-Activity:** Once the class has finished the set of exercises in the text itself, think about rounding off the cycle with a post-activity that clearly links the book and the schoolroom to the wider world. Learners might pursue the theme or content of a given unit by making a bulletin-board collage of their own art work and/or comments, writing letters to a relevant person or institution, going on a visit, watching a video...you will find many ways to reinforce the vocabulary, grammar and content one more time while you also build the self-image of learners as competent language-users for real-life purposes.
- **Flexibility:** There is no problem with using these units in alphabetical order, just as provided, but in many circumstances their best application will be as a flexible database of content-centred readings that you can access as you see fit, to tap into the energy of learners' natural curiosity about such passing interests as news items, current movies, new music, or extra-curricular activities. Dip into this treasure-trove of self-contained units to find the exact passage to exploit a "hot topic." Each term, you'll have different students with different experiences, and so your use of the text will differ as well. With this flexible resource, you can change to meet your students' needs!



A: Muhammad Ali

1 “Float like a butterfly, sting like a bee...” was the trademark of Muhammad Ali, probably the most popular heavyweight boxer ever. Ali used speed and grace to become the first fighter to win the world title three times. And along the way Ali not only entertained his fans, but also ushered in a new era of pride among African Americans in the 1960s.

2 Born Cassius Marcellus Clay in 1942 in Louisville, Kentucky, Ali first gained national prominence when he won the 1960 Olympic Games light heavyweight championship at age 18. After this, Clay turned professional and won his first eight fights.

3 The illustrious Cassius Clay confidently called himself “The

Greatest,” and who could argue with him, based on his meteoric rise to the top contender spot by January of 1964? His next fight would be for the heavyweight championship.

Not many sports writers or fight fans 4 thought the bragging young Clay stood a chance against the hard hitting Sonny Liston. But Cassius lived up to his self-proclaimed title with a dazzling display of long-range punching and fancy footwork. Liston refused to come out of his corner for the seventh round and Cassius Clay was proclaimed the new heavyweight champion on Feb. 25, 1964.

Controversy surrounded Clay’s title 5 for the next year. Rumors were widespread that Liston “threw” the

fight, and lost on purpose. Fifteen months later a Clay-Liston re-match was going to set the record straight. But one minute into round one Liston was down for the count from a fast right-hand punch by Clay that no one saw, especially not Liston. It became known as “the phantom right” and only increased media and public scrutiny of young Clay.

6 In 1967, Cassius Clay shocked everyone by refusing to serve in the U.S. Army on the grounds that his religion made him a conscientious objector. Cassius Clay had joined the Nation of Islam (Black Muslims), a group that urged creation of a separate state in America for all nonwhite people, and he changed his name to Muhammad Ali.

7 Ali was convicted of violating the Selective Service Act and stripped of his boxing title. This draft conviction was overturned by the U.S. Supreme Court early in 1971, and then on March 8, 1971 Ali tried to regain his title in a highly publicized match with the new champ, Joe Frazier. Ali lost

for the first time in his professional career.

Undaunted, Ali fought and beat every contender for the next three years, including ex-champ Frazier, until he stood in a ring in Zaire, Africa facing formidable champion, George Foreman. In the eighth round of the world-televised bout, Ali knocked out Foreman and became the undisputed champion once again. 8

Ali defeated ten challengers to his title until his bout with Leon Spinks on Feb. 15, 1978. This newcomer had recently won an Olympic Gold medal. Spinks stunned the boxing world with a split decision win over Ali. 9

Like the champion he was, Ali won a unanimous decision over Spinks seven months later to become the first and only boxer to win the heavyweight championship three times. It was a fitting climax to a career that had more twists, turns, ups and downs than anyone had ever seen before. Ali announced his retirement in 1981 with a record of 59 wins and 5 losses. 10

THE MAIN IDEA

Circle the letter of the sentence or phrase which best describes the main idea of the article about Muhammad Ali. Be prepared to support your answer.

- a) Muhammad Ali: heavyweight champion of the world.
- b) Muhammad Ali: the boxer who was also a conscientious objector.
- c) Muhammad Ali: his rise to fame as champion of the world.
- d) Muhammad Ali: the successes and set-backs of an exceptional career.

UNDERSTANDING WHAT YOU READ

If you can, answer these questions from memory. If you cannot, look back at the article.

1) What was Muhammad Ali's original name?

2) Whom did Muhammad Ali defeat in order to win his first world championship?

3) How did Muhammad Ali lose his world title the first time?

4) How many times did Muhammad Ali win the heavyweight championship of the world?

REMEMBERING DETAILS

Write TRUE or FALSE under each statement. If the statement is false, write the statement correctly.

1) Muhammad Ali fought Sonny Liston three times.

2) Muhammad Ali's first loss in a professional boxing match was to Joe Frazier.

3) George Foreman defeated Muhammad Ali in Zaire, Africa.

4) Muhammad Ali retired immediately after he won the world championship for the third time.

INFERENCES

Based on the article, circle the letter of the best sentence completion.

1) The most remarkable thing about Muhammad Ali, as a boxer, was...

- a) his speed and skill.
- b) the way he changed his name.
- c) the number of times he won the world title.
- d) his legal troubles.

2) In Paragraph 9, the expression "This newcomer" refers to...

- a) Cassius Clay.
- b) Muhammad Ali.
- c) George Foreman.
- d) Leon Spinks.

INTERPRETATION

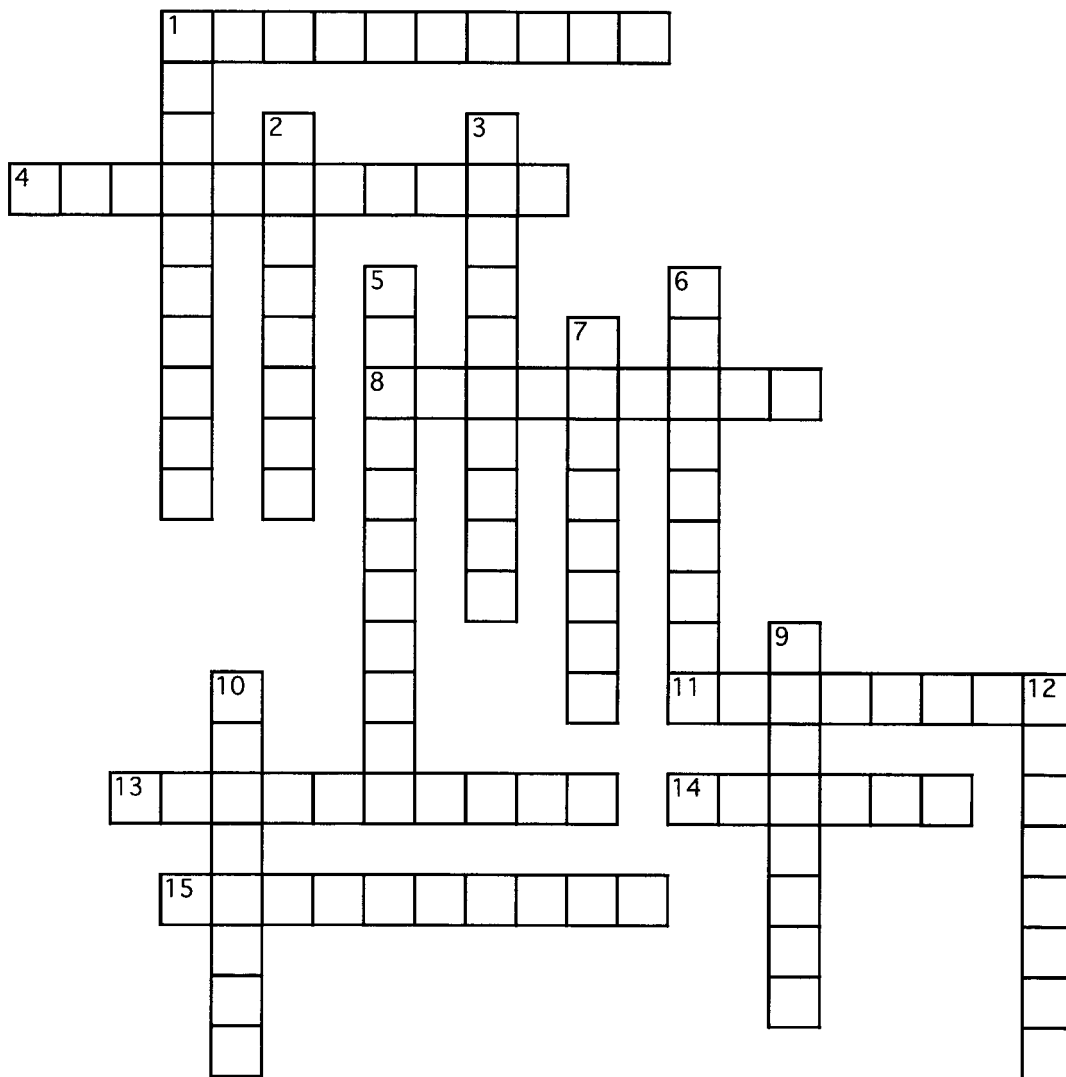
- 1) To be a successful boxer an athlete has to be in incredible physical as well as mental condition. Boxers are tremendous athletes, but in what sport do you find the very best athletes? Is it boxing? Justify your choice with reasons.
- 2) What do you think was the most noteworthy personal quality contributing to Muhammad Ali's success?
- 3) Nowadays people are more and more worried about the possible dangers of boxing. What is your opinion about the sport? Should it continue? Or should it be stopped or else changed in some way?

WORD POWER

Circle the letter of the word that means the same as the word on the left.

- | | | | |
|----------------|------------------|---------------|-----------------|
| 1) grace | a) pardon | b) elegance | c) strength |
| 2) ushered in | a) initiated | b) observed | c) continued |
| 3) illustrious | a) famous | b) skilful | c) rich |
| 4) scrutiny | a) advice | b) criticism | c) examination |
| 5) undisputed | a) unprecedented | b) unheralded | c) unquestioned |
| 6) fitting | a) final | b) suitable | c) happy |

CROSSWORD PUZZLE



ACROSS:

- 1) Ali first gained national _____ when he won an Olympic gold medal in 1960.
- 4) Ali defeated ten _____ until his bout with Leon Spinks on Feb. 15, 1978.
- 8) “Float like a butterfly, sting like a bee...” was Ali’s _____.
- 11) Ali was convicted of violating the Selective Service Act and _____ of his boxing title.
- 13) Ali stood in the ring in Zaire and faced the _____ champion George Foreman.
- 14) After he turned professional, Ali won his first eight _____.
- 15) Rumors were _____ that Liston “threw” the fight.

DOWN:

- 1) Ali tried to regain his title in a highly _____ match with the new champ, Joe Frazier.
- 2) On Feb. 15, 1978, Ali faced a _____ who had recently won an Olympic Gold medal.
- 3) Cassius Clay was _____ the new heavyweight champion on Feb. 25, 1964.
- 5) Ali not only _____ his fans, but also ushered in a new era of black pride in America.
- 6) Ali won a _____ decision to become the only boxer to win the title three times.
- 7) In 1967, Cassius Clay shocked everyone by _____ to serve in the U.S. Army.
- 9) Not many people gave the _____ young Clay a chance against Sonny Liston.
- 10) A re-match between Clay and Liston was going to set the record _____.
- 12) Clay put on a _____ display of long-range punching and fancy footwork.

ANSWER KEY

THE MAIN IDEA

d) Muhammad Ali: the successes and set-backs of an exceptional career.

UNDERSTANDING WHAT YOU READ

- 1) Muhammad Ali's original name was Cassius Marcellus Clay.
- 2) In order to win his first world championship, Muhammad Ali defeated Sonny Liston.
- 3) Muhammad Ali's first world championship title was stripped from him because he was convicted of violating the Selective Service Act.
- 4) Muhammad Ali won the heavyweight championship of the world three times.

REMEMBERING DETAILS

- 1) F Muhammad Ali fought Sonny Liston twice.
- 2) T
- 3) F Muhammad Ali knocked out George Foreman in Zaire, Africa.
- 4) F Muhammad Ali won the title in 1978, but he retired in 1981.

INFERENCES

- 1) c
- 2) d

WORD POWER

- 1) b
- 2) a
- 3) a
- 4) c
- 5) c
- 6) b

CROSSWORD PUZZLE

ACROSS: 1) prominence 4) challengers 8) trademark 11) stripped 13) formidable 14) fights
15) widespread

DOWN: 1) publicized 2) newcomer 3) proclaimed 5) entertained 6) unanimous 7) refusing
9) bragging 10) straight 12) dazzling



B: Clara Barton

1 Clara Barton was a great American woman who devoted her life to the good of humanity. She began her work as a school teacher and later became a battlefield nurse. She also worked overseas as an international humanitarian and finally became the founder of the American Red Cross.

2 Clarissa Harlowe Barton was born in Oxford, Massachusetts, on Christmas day, Dec. 25, 1821. When she was 11 years old, her younger brother became gravely ill and needed serious care. Clara displayed the eventual calling of her life by becoming his full-time nurse, staying with her brother day and night for two years.

3 Soon after Clara's brother recovered, one of her father's hired workers came

down with smallpox. Again young Clara demonstrated her desire to help others. She nursed the worker and then other people in the local village as the smallpox spread. Her parents stood back in wonder as the purpose of Clara's life became clear: a life of service to others.

Clara's first profession was teaching, 4 but after 18 years she moved to Washington, D.C. and became one of the first women employed in a government department to do a man's work for a man's pay. She made many friends among Congressmen and their wives. She left Washington three years later, one of the most politically informed women in the country.

The outbreak of the Civil War in

1861 left many injured soldiers to be looked after, and immediately Clara got involved. She started by obtaining and distributing medical supplies for the relief of soldiers and by nursing wounded men on the battlefields. Her work attracted national attention and Clara was dubbed the “Angel of the Battlefield.”

6 At the end of the war Clara sailed to Switzerland for some rest. While she was there the Franco-German War broke out and Clara went to work providing care. She distributed relief supplies to war victims and nursed wounded men at the battle front. During this time she was greatly impressed with the organized work of the International Red Cross. Near the end of the war Clara’s health failed and she returned home.

7 In 1873, Clara began campaigning for the establishment of an American branch of the Red Cross. The Associated Press, a news agency, helped promote her cause and in 1882 Clara became the first president of the American Red Cross. She also succeeded in having the U.S.

Government sign the Geneva Agreement on the treatment of the sick, wounded and dead in battle, and on the handling of prisoners of war.

In times of peace, Clara Barton realized that the Red Cross could be as useful to civilians as it was to soldiers during wartime. When a flood devastated her home town, she quickly established a clause in the Red Cross constitution that provided for relief in times of natural disaster. 8

Clara was soon busy at work, leading relief efforts in a yellow-fever epidemic in Florida and flooding in Johnstown, Pennsylvania. She also helped during the Russian and Armenian famines of 1891, served in Cuba during the Spanish-American War of 1898, and was in charge of relief after the great flood in Galveston, Texas in 1900. 9

Clara served as president of the Red Cross until 1904, then she retired and took an active part in many charitable and patriotic works as well as writing several books. She died from double pneumonia on April 12, 1912. 10

THE MAIN IDEA

Circle the letter of the sentence or phrase which best describes the main idea of the article about Clara Barton. Be prepared to support your answer.

- a) The founding of the American Red Cross.
- b) How Clara Barton learned to be a nurse.
- c) A life devoted to helping others.
- d) One day in the career of Clara Barton.

UNDERSTANDING WHAT YOU READ

If you can, answer these questions from memory. If you cannot, look back at the article.

1) Who was Clara Barton's first patient?

2) What did Clara Barton's parents learn when smallpox came to their village?

3) Where was Clara Barton's first war experience?

4) What was the use of the Red Cross in times of peace?

REMEMBERING DETAILS

Write TRUE or FALSE under each statement. If the statement is false, write the statement correctly.

1) Clara Barton was born in Switzerland.

2) Clara Barton worked for most of her life in Washington, D.C.

3) The first peacetime work of the American Red Cross was helping with a flood in Galveston, Texas.

4) Clara Barton was the first president of the American Red Cross.

INFERENCES

Based on the article, circle the letter of the best sentence completion.

1) It is likely that Clara's years with the government in Washington...

- a) wasted valuable time when she could have been nursing.
- b) taught her important organizational skills.
- c) made her miss her home town.
- d) gave her the idea for the American Red Cross.

2) It seems that Clara Barton was willing to offer help...

- a) only in America.
- b) only in war.
- c) in any place, so long as Americans were involved.
- d) wherever there was a need.

INTERPRETATION

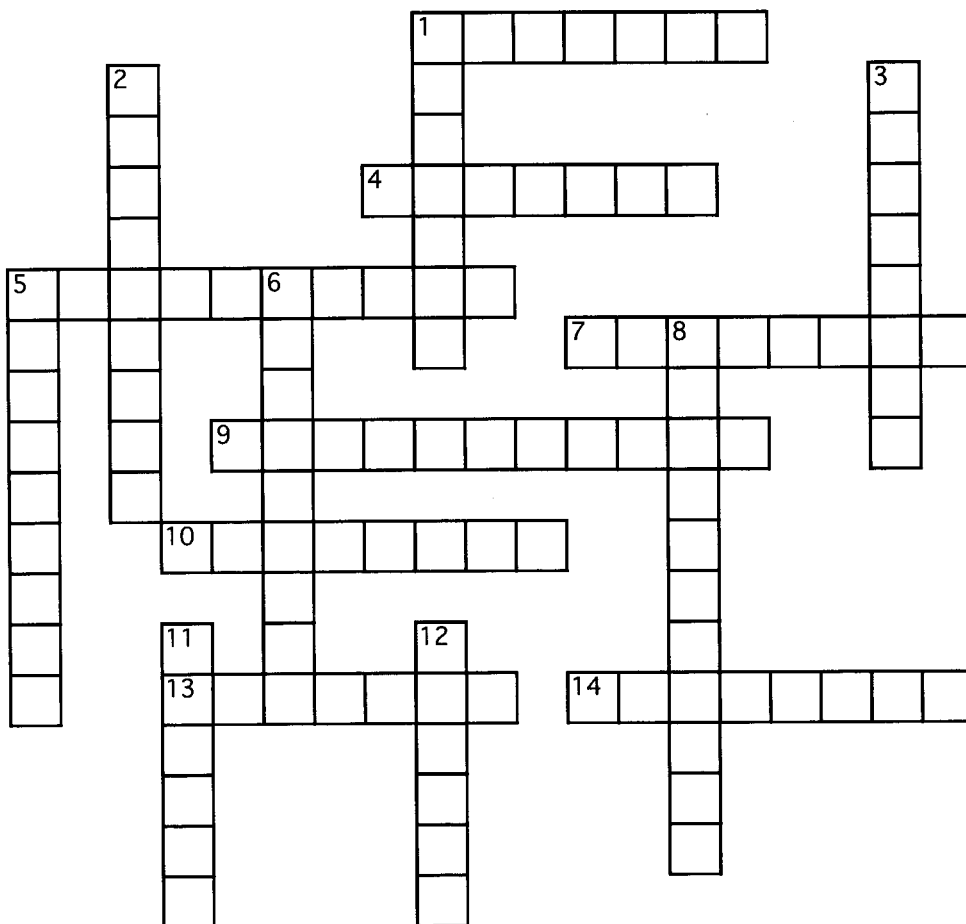
- 1) The passage describes many things that Clara Barton did. Which do you think was the most important? Explain.
- 2) To have the kind of success she achieved, what kind of personality do you think Clara Barton had?
- 3) At present we still need medical relief. What are the world's greatest needs? How can they be met?

WORD POWER

Circle the letter of the word that means the same as the word on the left.

- | | | | |
|-----------------|---------------|---------------|----------------|
| 1) overseas | a) in America | b) in Europe | c) in Canada |
| 2) gravely | a) seriously | b) slightly | c) permanently |
| 3) distributing | a) selling | b) giving out | c) asking for |
| 4) dubbed | a) criticized | b) described | c) named |
| 5) promote | a) pass | b) support | c) attack |
| 6) constitution | a) society | b) health | c) rules |

CROSSWORD PUZZLE



ACROSS:

- 1) Clara Barton was the _____ of the American Red Cross.
- 4) She distributed relief supplies to war _____ and nursed wounded men at battle front.
- 5) When a flood _____ her home town, Clara changed the constitution of the Red Cross.
- 7) Clara Barton was _____ in a government department.
- 9) Clara Barton was dubbed the “Angel of the _____.”
- 10) Clara Barton devoted her life to the good of _____.
- 13) In 1904, Barton _____ and took an active part in many charitable and patriotic works.
- 14) Clara nursed the worker and then other people in the local village as the _____ spread.

DOWN:

- 1) Clara Barton helped during the Russian and Armenian _____ of 1891.
- 2) Soon after Clara’s brother _____, one of her father’s workers became ill.
- 3) The _____ of the Civil War left many injured soldiers to be looked after.
- 5) By taking care of her brother, Clara _____ the eventual calling of her life.
- 6) The Geneva Agreement outlined the _____ of the sick, wounded and dead in battle.
- 8) At the time, Clara was one of the most _____ informed women in the country.
- 11) Clara began campaigning for the establishment of an American _____ of the Red Cross.
- 12) Near the end of the war Clara’s _____ failed and she returned home.

ANSWER KEY

THE MAIN IDEA

c) A life devoted to helping others.

UNDERSTANDING WHAT YOU READ

- 1) Clara Barton's first patient was her younger brother.
- 2) Clara Barton's parents learned what the calling of their daughter's life would be: a life of service to others.
- 3) Clara Barton's first war experience was in the United States during the Civil War.
- 4) In times of peace the Red Cross could be useful to civilians, as well as it was to soldiers during wartime. A clause in the constitution of the Red Cross allows it to provide relief in times of natural disaster.

REMEMBERING DETAILS

- 1) F Clara Barton was born in Oxford, Massachusetts.
- 2) F Clara Barton worked for three years in Washington D.C.
- 3) F The first peacetime work of the American Red Cross was during a flood in Clara's home town, Oxford, Massachusetts.
- 4) T

INFERENCES

- 1) b
- 2) d

WORD POWER

- 1) b
- 2) a
- 3) b
- 4) c
- 5) b
- 6) c

CROSSWORD PUZZLE

ACROSS: 1) founder 4) victims 5) devastated 7) employed 9) battlefield 10) humanity
13) retired 14) smallpox

DOWN: 1) famines 2) recovered 3) outbreak 5) displayed 6) treatment 8) politically 11) branch
12) health



C: George Washington Carver

1 Most people enjoy eating peanuts as a munch snack, and beyond that do not think much about the lowly “goober,” as it is called in the Southern states. But thanks to an African American agricultural scientist named George Washington Carver, we now enjoy over 300 products that originate from the mighty peanut.

2 Carver was born in 1861. As a small baby, he and his mother were kidnapped from their plantation by night riders--slave thieves who struck by night. The farm owner, Moses Carver, went after them but could only save the baby, not the mother. Mr. Carver and his wife cared for the sickly baby, nursed him back to health and named him George Washington.

When young George left home for school, he gratefully adopted the name of Carver.

After a few years working on the land and in various odd jobs, G. W. Carver entered Simpson College. At first he majored in art but gradually he became attracted to science and agriculture, transferring to Iowa State College to take advantage of their advanced laboratory facilities. He graduated with a degree in botany and agricultural chemistry. 3

In 1896 Booker T. Washington, head of the Normal and Industrial Institute for Negroes in Tuskegee, Alabama, heard of Carver’s methods in the rural areas of Alabama; so, he invited 4

Carver to Tuskegee. Carver gave up his teaching position at Iowa State and went to Tuskegee. He arrived in the fall to find no laboratory, no green houses and no gardens. There was not even a plow available to work the 25 acre patch of ground assigned to him.

5 Going against Southern tradition, Carver prepared the field with fertilizer from a local swamp and then planted cowpeas not cotton. Switching crops the next year he planted sweet potatoes and harvested an amazing 80 bushels an acre. Once the land was refreshed and enriched, Carver planted cotton and won over his critics when he harvested a 500 pound bale from one acre--an incredible amount for an area that size. Carver had demonstrated a very valuable lesson in the use of fertilizer, crop rotation and multi-crop farming.

6 When the South's cotton industry was crippled by the boll weevil, farmers everywhere followed Carver's advice and planted peanuts. For a while they prospered but soon the

market was flooded and prices bottomed out: economic disaster loomed again. Carver began experimenting with the peanut and before he was through, he had successfully synthesized more than 300 new products, including wood dyes, linoleum, soap, paint, ink and coffee--all from the tiny peanut.

Carver helped turn an agricultural disaster into a bonanza, generating \$45 million annually for peanut farmers and \$200 million a year for the peanut industry. 7

News of Carver's accomplishments spread across the country and around the world. Government committees asked for his input, awards of merit and honor were bestowed on him, and famous people sought him out. For 45 years, until his death on January 5, 1943, G. W. Carver worked and taught at Tuskegee, sharing his expertise and wisdom with students. As a synthetic chemist his contribution to mankind is incalculable. 8

THE MAIN IDEA

Circle the letter of the sentence or phrase which best describes the main idea of the article about George Washington Carver. Be prepared to support your answer.

- a) The life of George Washington Carver.
- b) The growth of the peanut industry.
- c) The background and career of George Washington Carver.
- d) The many uses of the mighty peanut.

UNDERSTANDING WHAT YOU READ

If you can, answer these questions from memory. If you cannot, look back at the article.

1) What terrible event happened to George Washington Carver when he was a baby?

2) What different subjects did George Washington Carver study at Simpson College?

3) What problem hit the Southern cotton industry?

4) What great success made George Washington Carver famous?

REMEMBERING DETAILS

Write TRUE or FALSE under each statement. If the statement is false, write the statement correctly.

1) George Washington Carver was the son of Moses Carver.

2) George Washington Carver's work in agriculture attracted the attention of the head of the Normal and Industrial Institute for Negroes in Tuskegee, Alabama.

3) George Washington Carver broke Southern tradition by using chemical fertilizer.

4) George Washington Carver found a way to stop boll weevils from hurting cotton plants.

INFERENCES

Based on the article, circle the letter of the best sentence completion.

- 1) When George Washington Carver first arrived in Tuskegee, he must have been...
 - a) delighted by all the excellent facilities.
 - b) happy to receive better pay.
 - c) worried about taking his first job in education.
 - d) discouraged to find nothing ready for him.

- 2) George Washington Carver's use of fertilizer, crop rotation and multi-crop farming...
 - a) was not accepted by other farmers right away.
 - b) was immediately accepted by other farmers.
 - c) was never accepted by other farmers.
 - d) was too complicated for many farmers to accept.

INTERPRETATION

- 1) How do you explain the change in the focus of George Washington Carver's interests at college?

- 2) What do you suppose went through the mind of George Washington Carver in his first few years in Tuskegee?

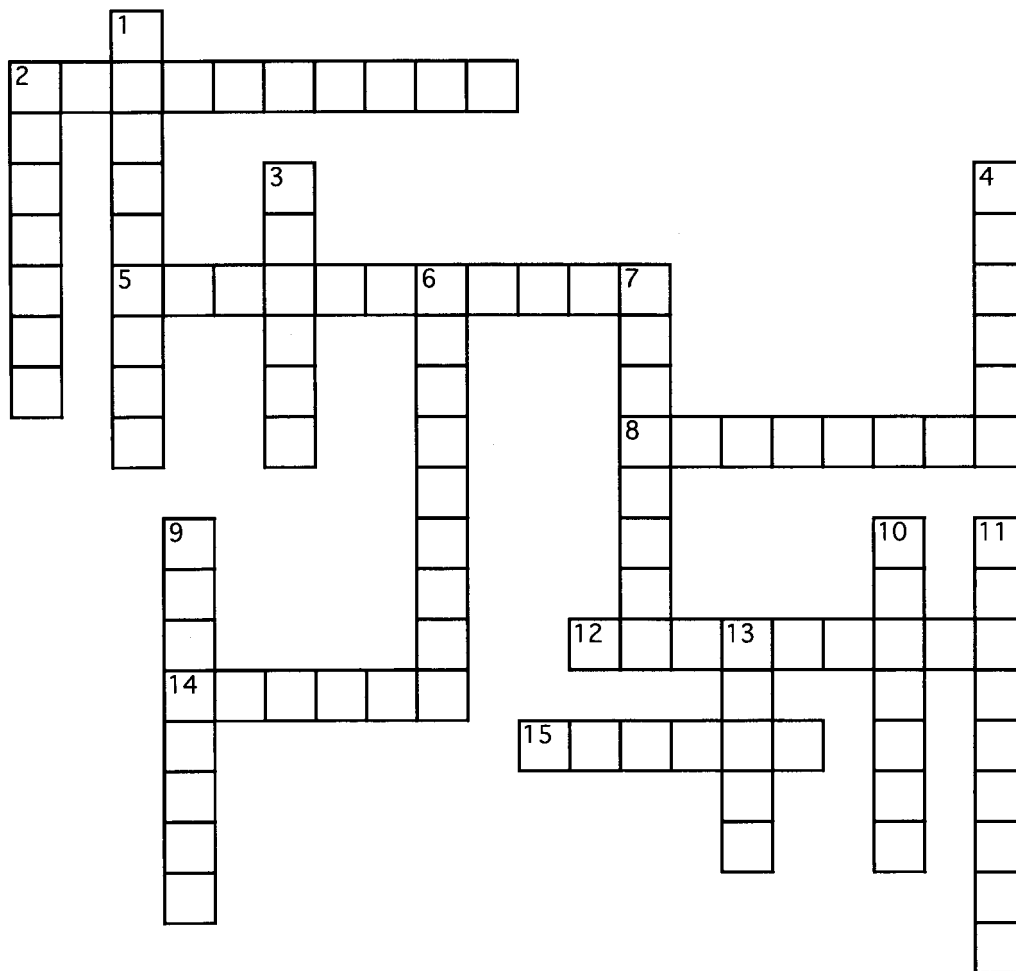
- 3) Apart from the peanut, what are some other major crops grown in the United States? What different uses do they have?

WORD POWER

Circle the letter of the word that means the same as the word on the left.

- | | | | |
|-----------------|----------------|----------------|-------------------|
| 1) sickly | a) unhealthy | b) lonely | c) sad |
| 2) rural | a) city | b) suburban | c) country |
| 3) incredible | a) untrue | b) amazing | c) expensive |
| 4) annually | a) every month | b) every year | c) every 10 years |
| 5) bestowed on | a) offered to | b) named after | c) given to |
| 6) incalculable | a) huge | b) important | c) well-known |

CROSSWORD PUZZLE



ACROSS:

- 2) When young George left home for school, he _____ adopted the name of Carver.
- 5) George Washington Carver successfully _____ more than 300 new products.
- 8) Carver went to Iowa State College to take advantage of their _____ lab facilities.
- 12) For a while the peanut farmers _____ but soon the market was flooded.
- 14) We now enjoy over 300 products that originate from the mighty _____.
- 15) News of Carver's accomplishments _____ across the country and around the world.

DOWN:

- 1) Carver won over his critics when he _____ a 500 pound bale of cotton from one acre.
- 2) He arrived in the fall to find no laboratory, no green houses and no _____.
- 3) Carver graduated with a degree in _____ and agricultural chemistry.
- 4) After the prices bottomed out, economic disaster _____ again.
- 6) George Washington Carver was an agricultural _____.
- 7) Carver helped turn an agricultural _____ into a bonanza.
- 9) The South's cotton industry was _____ by the boll weevil.
- 10) Before entering Simpson College, Carver held _____ odd jobs.
- 11) As a small baby, he and his mother were _____.
- 13) Carver prepared the field with fertilizer from a local _____.

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