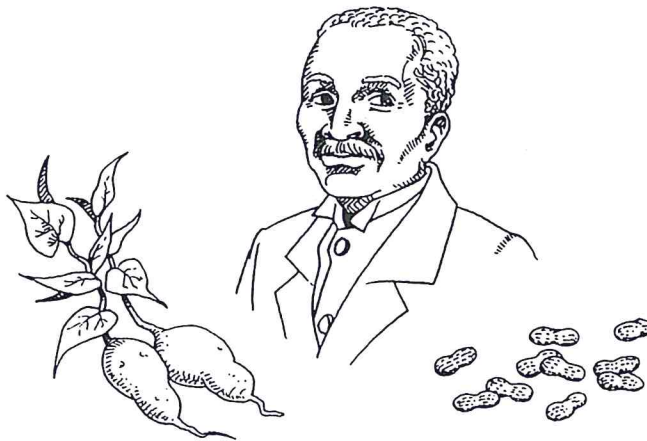


PART 2: COMPREHENSION**READING SELECTION #1**

DIRECTIONS: Read Selection 1, GEORGE WASHINGTON CARVER. Then answer the questions that follow. Mark all your answers on your Unit 5 ANSWER SHEET.

George Washington Carver

George Washington Carver was born around 1861 near Diamond Grove, Missouri. The son of an enslaved woman, Carver spent his early years in Arkansas and Missouri. He lived on a plantation owned by his mother's former slaveholders until he was about ten or twelve years old. Although he was physically frail as a child, Carver showed a keen and early interest in plants and animals, as well as drawing and painting, and by the age of twelve he left the plantation to pursue an education.

After supporting himself by working a variety of jobs, including hotel cook and farm worker, Carver earned his high school diploma in Kansas. He later studied at Simpson College in Iowa and at Iowa State Agricultural College, where he earned degrees in agricultural science. In 1896 the famous black educator Booker T. Washington invited Carver to direct the newly opened department of agriculture at the Tuskegee Normal and Industrial Institute, a college that Washington had founded in Alabama.

Although he was offered many other jobs, Carver remained at Tuskegee throughout the rest of his life, researching ways to help farmers in the South. When Carver started his research in the 1890s, southern farmers were suffering because they had long grown cotton as their only crop. The cultivation of only cotton resulted in the depletion of the soil's nitrogen, which the crop needed in order to thrive. By growing cotton in their fields over and over again, southern farmers had used up the nitrogen in their soil, and because the soil was exhausted, they could grow neither cotton nor anything else.

To solve the problem of nitrogen depletion, Carver encouraged farmers to diversify their crops by planting peanuts, sweet potatoes, and soybeans, all of which provide nitrogen to the soil and protein to people who eat the vegetable products. He knew that by rotating different crops, farmers would be able to bring their soil back into good balance.

Although Carver's solution restored the soil, farmers found that not many people wanted to buy the new crops of peanuts and sweet potatoes. To address this new problem, Carver conducted a long series of laboratory experiments to create new uses for these plants. Over many years, he developed 300 products that could be made from peanuts, including flour, ink, dyes, wood stains, medicines, and cosmetics, and 118 products from sweet potatoes, including vinegar, rubber, ink, molasses, and postage stamp glue.

Carver's ingenious inventions revitalized the southern farming economy. As farmers continued to plant peanuts and sweet potatoes, these crops became more and more in demand. Although the peanut was not even known as a crop in 1896 when Carver began his experiments, by 1940 the little plant had become the second biggest cash crop in the South, with cotton remaining the biggest.

Carver continued to devote his life to agricultural research and earned many awards for his achievements, including election to the British Society for the Encouragement of the Arts, Manufacturers, and Commerce in 1916. Several U.S. Presidents visited him, and the Indian leader and humanitarian, Mohandas K. Gandhi, was his friend. After a long and extraordinary life, Carver died in 1943 in Tuskegee, Alabama.

“George Washington Carver”

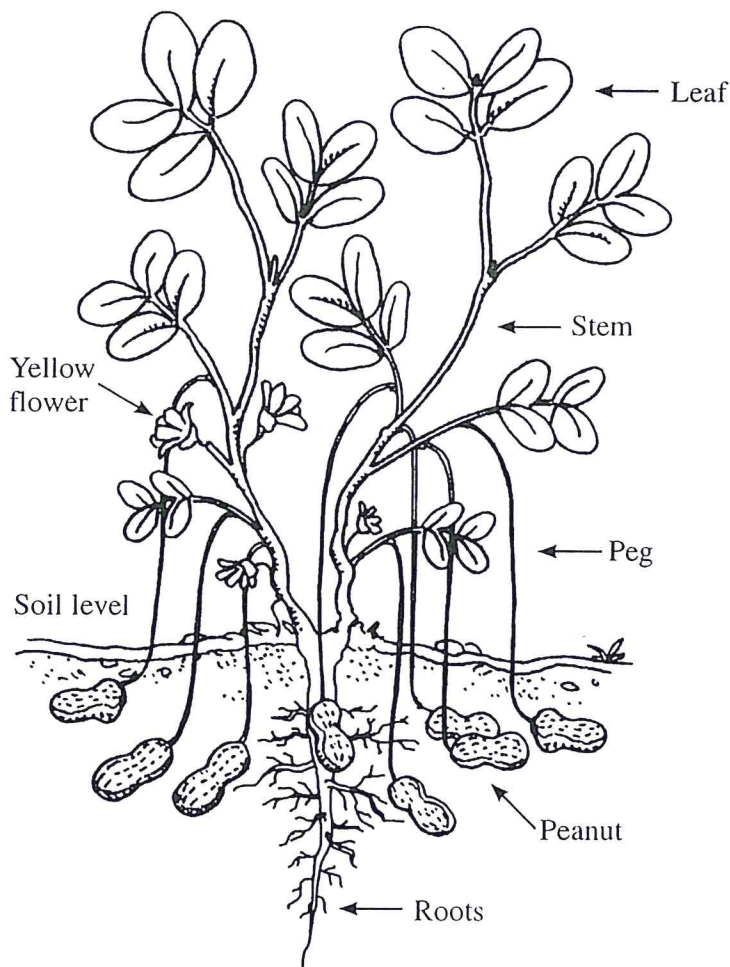
Questions 1–11

- 1 According to the selection, the event that occurred FIRST was
- A the peanut became the second biggest cash crop in the South.
 - B Carver started working at the Tuskegee Normal and Industrial Institute.
 - C Carver researched and developed new uses for the peanut and sweet potatoes.
 - D Carver was elected to the British Society for the Encouragement of the Arts, Manufacturers, and Commerce.
- 2 In the second paragraph, the word or phrase that provides a clue to sequence is
- A including.
 - B where.
 - C in 1896.
 - D newly opened.
- 3 Southern farmers had difficulty growing crops during the 1890s because
- A the soil had become exhausted from planting only cotton.
 - B the soil contained too much nitrogen.
 - C too few people were willing to work on the farms.
 - D too many peanuts and sweet potatoes had been planted.
- 4 A statement of opinion from the selection is that
- A Carver developed 300 products that were made from peanuts.
 - B Booker T. Washington invited Carver to work at Tuskegee.
 - C Carver’s inventions of peanut products were ingenious.
 - D Carver earned his high school diploma in Kansas.
- 5 George Washington Carver can BEST be described as a
- A humanitarian leader.
 - B successful businessman.
 - C problem solver.
 - D creative chef.

- 6 The author PROBABLY wrote this selection
- A to persuade farmers to grow more cotton.
 - B to tell about the life of a remarkable person.
 - C to express an opinion about the importance of education.
 - D to describe the importance of peanuts and sweet potatoes.
- 7 As a result of Carver's inventing new uses for the peanut and the sweet potato,
- A the southern farming economy became strong again.
 - B southern farmers stopped growing cotton altogether.
 - C Carver was asked to do research on other crops.
 - D Booker T. Washington founded a college in Alabama.
- 8 This selection is an example of
- A a fantasy story.
 - B an interview.
 - C a folk tale.
 - D a biography.
- 9 Farmers were reluctant to plant peanuts and sweet potatoes because
- A researchers were already finding better ways to grow cotton.
 - B peanuts and sweet potatoes were not good for the soil.
 - C peanuts and sweet potatoes took field space away from cotton.
 - D people were not buying peanuts and sweet potatoes.
- 10 A generalization that could be made from reading the selection is that
- A Carver's research contributed much to northern farming procedures.
 - B it is important to plant different kinds of crops in one place.
 - C most farming in the United States occurs in the North.
 - D scientists usually do research that affects animals.

11 A good title for the picture below would be

- A "The Parts of a Peanut Plant."
- B "A Map of Alabama."
- C "A Time Line of Carver's Life."
- D "The Nitrogen Cycle."



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PART 2A: RESPONSE TO THE READING SELECTION

DIRECTIONS: Write your answer to Question A on your Unit 5 ANSWER SHEET in the space provided. Base your answer on “George Washington Carver.”

- A** This selection gives many details about the life of George Washington Carver. Think about the qualities that helped him succeed. Tell what you think was Carver’s most important quality and give an example.