

## MAKING NEW WORDS YOUR OWN

### Lesson 13

### CONTEXT: People and Places

#### *If You Like Peanut Butter, Thank George Washington Carver*

Imagine life without peanut butter! George Washington Carver (1864–1943) was a scientist who developed more than three hundred products from the peanut. Carver was born into slavery. He eventually went to college and later joined the faculty of Tuskegee Institute. His interest in the peanut caused it to become a major part of agriculture in the South.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about George Washington Carver. Below are ten Vocabulary Words that will be used in these exercises.

ceremony	consent	ignite	management	quarantine
conduct	fragrant	interrupt	plead	scheme

#### EXERCISE 1

#### *Wordbusting*

**Directions.** Follow these instructions for this word and the nine words on the next page.

- Figure out the word's meaning by looking at its **context**, its **structure**, and its **sound**. Fill in at least one of the three **CCS** boxes. Alternate which boxes you complete.
- Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
- Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1.

**ceremony**

George Washington Carver's funeral service was well attended. At the **ceremony**, people were reminded of his amazing contributions to science.

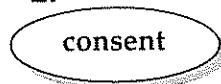
**Context:**

**Structure:**

**Sound:**

**Dictionary:**

2.



In 1896, Carver **consented**, or agreed, to direct the department of agriculture at Tuskegee Institute. He conducted most of his research at Tuskegee from 1896 until his death.

3.



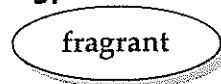
Carver conducted hundreds of experiments in his lab. Under his direction, many products were developed.

4.



Carver's laboratory equipment included burners for heating. It was important to **ignite** the burners carefully to avoid setting a fire.

5.



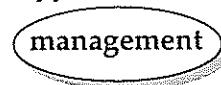
Peanut milk was one of Carver's first widely used inventions. The **fragrant**, sweet-smelling liquid was a substitute for cow's milk.

6.



Carver testified before a committee of Congress in 1921. The committee was so interested in his unusual peanut products that they frequently **interrupted** his talk to ask questions.

7.



Carver helped the peanut industry in the South. The **management** of various companies asked for his help with a variety of problems. The business directors appreciated Carver's knowledge.

8.



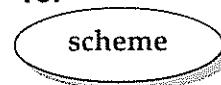
If Carver had ever threatened to leave Tuskegee Institute, its directors probably would have **pleaded** with him, begging him to stay.

9.



Carver worked with some plants that were diseased. He had to **quarantine** these plants by setting them apart from the others. Then the other plants would not catch the diseases.

10.



Carver's **scheme** was for southern farmers to be more productive. He planned to provide them more possibilities.

**EXERCISE 2****Context Clues** 

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

**COLUMN A**

\_\_\_\_\_ 11. word: \_\_\_\_\_  
*n.* behavior; *v.* to lead; to direct

\_\_\_\_\_ 12. word: \_\_\_\_\_  
*n.* a carefully arranged plan; a plot; an orderly combination of things; *v.* to construct a plan; to plot

\_\_\_\_\_ 13. word: \_\_\_\_\_  
*n.* an isolation or restriction of movement to keep disease from spreading; *v.* to set apart

\_\_\_\_\_ 14. word: \_\_\_\_\_  
*v.* to set on fire; to start burning; to excite

\_\_\_\_\_ 15. word: \_\_\_\_\_  
*n.* a formal act or ritual; the service at which such an act is performed

\_\_\_\_\_ 16. word: \_\_\_\_\_  
*v.* to break in upon; to stop or obstruct

\_\_\_\_\_ 17. word: \_\_\_\_\_  
*v.* to agree with; to give approval or permission for something; *n.* an agreement; permission

\_\_\_\_\_ 18. word: \_\_\_\_\_  
*adj.* having a pleasant smell; sweet-smelling

\_\_\_\_\_ 19. word: \_\_\_\_\_  
*v.* to offer as an excuse; to declare oneself in court to be guilty or not guilty; to beg

\_\_\_\_\_ 20. word: \_\_\_\_\_  
*n.* the act of controlling; one or more persons who direct a group or business

**COLUMN B**

(A) George Washington Carver was frequently sick when he was a boy. He was often **quarantined**, or kept apart, from other children.

(B) Carver would sometimes **interrupt** his work in the lab to stop and research new ideas.

(C) Carver **schemed** to make crop rotation, the planting of different crops in different seasons, a common practice. Farmers who followed Carver's plan found that all their crops improved.

(D) One of Carver's inventions was a kind of soap made from peanuts. The soap had a **pleasing**, **fragrant** smell.

(E) A popular speaker, Carver was in great demand. Organizations such as schools and the YMCA **pleaded** with him to speak to them.

(F) When he traveled, Carver often left the **management**, or direction, of his experiments to other scientists.

(G) Carver was well known for his polite **conduct**. His behavior was imitated by many of his students.

(H) Carver was a champion of the rights of African Americans. He often **ignited** passions and made people eager for justice.

(I) Carver asked some of his students to write to him after they left Tuskegee Institute. Most of them were glad to **consent**. They readily agreed to keep in touch.

(J) Without **ceremony**, Carver often led informal nature tours.

**EXERCISE 3***Like Meanings and Opposite Meanings* 

**Directions.** For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

**21.** a formal ceremony

- (A) ritual
- (B) classroom
- (C) statement
- (D) suit

**22.** to interrupt suddenly

- (A) finish
- (B) break in
- (C) inform
- (D) find

**23.** to plead ignorance

- (A) avoid
- (B) overcome
- (C) find the cause of
- (D) explain

**24.** to conduct an experiment

- (A) be the leader of
- (B) follow after
- (C) create a design for
- (D) carry through

**25.** a scheme to find more uses for

- peanuts
- (A) grant
- (B) plan
- (C) lab
- (D) reason

**Directions.** For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

**26.** quarantined for a short time

- (A) mixed in
- (B) ill
- (C) kept apart
- (D) healthy

**29.** to ignite a match

- (A) light
- (B) put out
- (C) freeze
- (D) steam

**27.** to consent to do more research

- (A) hope
- (B) plan
- (C) dream
- (D) refuse

**30.** the industry's management

- (A) workers
- (B) scientists
- (C) bosses
- (D) teachers

**28.** a fragrant flower

- (A) stinking
- (B) yellow
- (C) sweet
- (D) blooming