

Story Topics

The story had a number of paragraphs about each of the following subjects.



Copy one sentence from the story that fits under the topics. Write the page number on which you found it.

△ 1. George learns about race prejudice. Page ____

△ 2. George's eagerness to learn everything and anything. Page ____

△ 3. George finds a place to live in Neosho. Page ____

Good News



“As cold waters to a thirsty soul, so is good news from a far country.”

Proverbs 25:25

Neosho was not that far from Diamond Grove, though it likely seemed far to George. He learned some good news about Neosho that truly was like cold water to his soul that thirsted to learn.



What was the good news?

4. _____



Complete this sentence.

5. I know that this verse is a figure of speech called a _____ because it compares two things and uses the word _____ .



Underline the message that was the best news.

6. a. Four lepers came to the starving city of Samaria with the news that the enemy had fled, leaving plenty of food just outside the city walls.
- b. Moses arrived in Egypt with the news that God was going to deliver the Israelites from the slavery they had suffered for four hundred years.
- c. Angels came from heaven with the news about the birth of a baby who would save all mankind from their sins.
- d. Jacob's sons returned from Egypt with the news that the harsh ruler of the land turned out to be their long-lost brother.

Poem—"School Bell"

You have worked with rhythm in poetry. You know how to mark accented and unaccented syllables in a poem. The accented and unaccented syllables make a pattern. In a poem, this pattern is called *meter*. And the meter is measured in *feet*. One *foot* is one pattern of accented/unaccented syllables. Look at this poem that is divided into metrical feet:

' ~ / ' ~ / ' ~ /
 I am / Jesus' / little / lamb,
 ' ~ / ' ~ / ' ~ /
 Happy / all day / long I / am.

Each line has three and one-half feet. Did you notice that each foot is made of one accented and one unaccented syllable? The last foot in each line does not have an unaccented syllable. It is only half of a foot.



Answer the question.

7. What is a *foot* in poetry? _____

Read this line from "School Bell" to yourself:

' ~ ~ /
 Nine o'clock Bell!

Did you notice that the rhythm of this poem is different from what you usually work with? Most of the poems you have worked with this year had a foot with only two beats: ' ~ or ~ '. But each foot in this poem has three beats, one accented and two not accented: ' ~ ~ .

That rhythm—accented/unaccented/unaccented—gives an excited, hurrying sound to the poem. The words trip along and fall over each other.



Whisper the poem to yourself. Notice the rhythm as you read. Answer the question.

- 8. How does this rhythm fit the meaning of the poem?



Answer the questions about the poem.

- 9. How do you know this is a city school?

- 10. Which verbs from the poem describe how George would have gone to school?

I Wish

Have you ever wanted anything as badly as George wanted to learn to read?



Write a paragraph on other paper.

- 11. Tell about something you would very much like to do or something you longed to do when you were little, even though it does not seem important to you now.



Write Proverbs 25:25 from memory.

12.

George Makes a Way, Part 2



“For thy work shall be rewarded, saith the LORD.”

Jeremiah 31:16

Vocabulary Bank

absorb

jostle

resent

thoroughly

desperation

intuition



Show your understanding of the words by writing one in each blank. You may add suffixes.

- Others may _____ it when you question them about things that are none of your business.
- The adverb _____ describes how you can clean your room, study your lesson, or enjoy a story.
- The word _____ paints a word picture of animals or people bumping against each other.
- The steers would have feasted in the garden all night if Glen hadn't followed his _____ and checked the gate a second time.
- Mother was so _____ in making doughnuts that the carpet had _____ the baby's entire cup of orange juice before she noticed.
- You get a feeling of _____ only in very serious situations.

Before the Story

George knew he didn't know much. But he thought anyone who could read would know everything—especially if he were a teacher.

What would he do, what *could* he do when he found out how wrong he was?



Read “George Makes a Way,” Part 2.

Can You Think Straight?



Think carefully through each statement, then circle the letter under the correct response.

	True	False
7. White people are smarter than any other race.	D	E
8. Some black people are smarter than many white people.	G	H
9. Some white people are smarter than many black people.	R	S
10. The southern whites won the Civil War.	N	O
11. George practiced both of his mottoes in this story.	E	F
12. In this story George found out how God wanted him to help his people.	F	G



Write the circled letters in reverse order to find out who proved the correct answer to No. 8.

13.

Synonyms

You have learned that a synonym for a word in one sentence may not be a synonym for the same word in another sentence.

Example: *Mow* would be a synonym for *cut* in this sentence: Daddy will cut (mow) the grass on Saturday. But *mow* would not be a synonym for *cut* in this sentence: Please cut (mow) me a smaller piece of cake.



Read each set of sentences. Write the letter of a word that is a synonym of the italicized word in both sentences.

a. particular b. slips c. tackle d. demonstrated

14. “There’s always work for a body who is willing to *attempt* anything.”
Come along with us, and bring your fishing *equipment*.

15. “My husband is very *fussy* about his coffee.”
Did you have a *specific* person in mind for the job?
16. She *showed* how to boil the coffee.
An angry crowd *protested* on the steps of the Capitol building.
17. “Got *small shoots* and cuttings and seeds from Aunt Susan.”
Careful! We don’t want any *falls* on the stairs.

Poem—“Results and Roses”



Follow the directions.

18. Finish dividing this verse of the poem into metrical feet.

The man|who wants|a garden fair,
 Or small|or ve|ry big,
 With flowers growing here and there,
 Must bend his back and dig.

19. Circle the number of syllables each foot has: **2 3**
- 20. In your own words, write what the poem teaches.

What Made the Dream Come True?

George Washington Carver grew up to become a world-famous scientist. How could he do that at a time in history when most white people did

their best to keep Negroes from learning anything? George had a dream that God wanted him to help his people out of their poverty and ignorance. And that dream came true many years after he went to sleep under Mrs. Payne's back stairs.



Think of all that George did in both parts of the story. Underline each sentence that tells why he was able to learn so much and do what he felt God had called him to do.

1. a. The rich white people he worked for paid his way into good schools.
- b. He willingly tackled any job that was offered him, even if it was women's work.
- c. His teachers always gave him extra help.
- d. He learned many valuable skills by watching others, and then practicing until he could do them perfectly.
- e. He put his mind to solving his own problems without waiting for help from anyone else.

Do You Remember?



Here are four problems George faced in his boyhood. Write how he solved them.

2. He couldn't go to the white school in Diamond Grove. So he _____

3. Mr. Frost couldn't teach him anything more. So he _____

4. He had no place to stay in Fort Scott. So he _____

5. He didn't know how to cook supper for Mrs. Payne. So he _____

How Do You Feel About Work?



“For thy work shall be rewarded, saith the LORD.”

Jeremiah 31:16

George Carver felt deeply grateful whenever he found work. If he didn't know how to do something, he asked someone to show him. Then he practiced until he could do it as well as the one who had taught him.

But he was not working for a reward. Likely he did not know this verse from Jeremiah. One of his goals was to help his people. God rewarded his work by showing him how he could do that.



Answer the questions.

6. Do you wish you had to work harder at home? _____
7. Have you ever asked your teacher to give you bigger assignments? _____
8. When you finish a job at home, do you ever ask your parents to show you how to do something harder? _____
9. Do you ever offer to do the most unpleasant or difficult job so you can practice doing it better? _____
10. Were you ever glad you were too little, too weak, or too ignorant to do a certain job, because you got out of doing it? _____
11. What kind of reward do you think God gives to a hard-working fifth grader?

12. Read John 5:17 in your Bible. That verse tells of two persons you might think should never need to work. But they do work.
Write their names: _____

Visit the Bank

intuition

prejudice

jostle

thorough

transplant

resent

absorb

runt

desperation

grizzled

wrench



Write the vocabulary word that can be a synonym of both words or phrases.

- 13. _____ soak up
have a deep interest in
- 14. _____ tool
strong twist



Complete the analogies with vocabulary words.

- 15. *Never* is to *always* as *incomplete* is to _____ .
- 16. *Giant* is to *mammoth* as *midget* is to _____ .
- 17. *Revise* is to *write* as _____ is to *plant*.



Write the correct vocabulary words.

- 18. _____ prejudice
- 19. _____ bump, push
- 20. _____ to be angry with
- 21. _____ hopelessness
- 22. _____ a hunch or feeling
- 23. _____ grayish



Write Jeremiah 31:16 from memory.

- 24. _____
