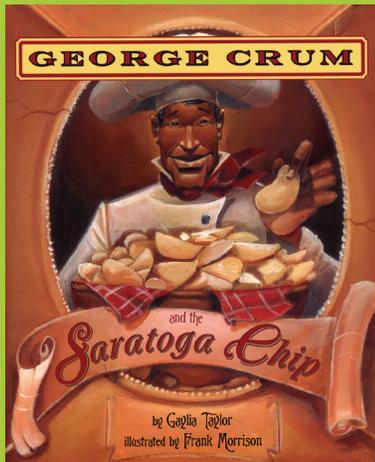


TEACHER'S GUIDE



LEE & LOW BOOKS

George Crum and the Saratoga Chip

written by Gaylia Taylor, illustrated by Frank Morrison

About the Book

Genre: Historical Fiction

*Reading Level: Grades 3–4

Interest Level: Grades 1–4

Guided Reading Level: R

Accelerated Reader® Level/
Points: 5.3/0.5

Lexile™ Measure: 910L

*Reading level based on the
Spache Readability Formula

Themes: Inventions, Food/
Cooking, Family, Persistence/
Perseverance, Overcoming
Obstacles African American
Interest, Native American
Interest, Biography, STEM,
Dreams & Aspirations, Identity
and Self Confidence, Pride,
Prejudice, Occupations, Biracial/
Multiracial Interest

SYNOPSIS

Growing up in the 1830s in Saratoga Springs, New York, isn't easy for George Crum. Picked on at school because of the dark color of his skin, George escapes into his favorite pastimes—hunting and fishing.

Soon George, learns to cook too, and as a young man he lands a job as a chef at the fancy Moon's Lake House, one of the best restaurants in Saratoga Springs. George loves his work, except for the fussy customers, who are always complaining! One hot day George's patience boils over, and he cooks up a potato dish so unique it changes his life forever. George slices the potatoes so thin they turn crisp and brown when fried. Amazingly, the customer loves the crisp potatoes, and a brand new treat is created.

Readers will delight in this spirited story of the invention of the potato chip—one of America's favorite snack foods. *George Crum and the Saratoga Chip* is a testament to human ingenuity, and a tasty slice of culinary history.

George Crum and the Saratoga Chip was named one of Bank Street College of Education's Children's Books of the Year, a Texas Bluebonnet Masterlist by the Texas Library Association, and a Distinguished Children's Biography List by Cleveland Public Library.



BACKGROUND

Author's Note

“Although there is little definitive historical information about George Crum and the invention of the potato chip, I have created this story based on the more substantiated of existing facts.

George was born to Abraham and Katherine Speck in 1828. His father was a jockey and used the last name Crum, which George later adopted. Some research notes that George was Native American while other research suggests he was also part African American. Searches of the census show that George and his sister, Kate, are listed as mulattoes, which supports the theory of their mixed Native American and African American ancestry.

Most research agrees that George Crum had a colorful personality and that he is credited with inventing Saratoga chips while trying to appease a patron who ordered French fries. Some versions of the story claim that Cornelius Vanderbilt himself was the disgruntled diner who complained about the French fries, though this is unlikely. Other accounts suggest that Kate may have played a larger role in the chips' invention.

At first Saratoga chips were a delicacy for the wealthy. George's recipe was printed in the White House Cookbook every year. But soon the chips became very popular, and in no time the tasty snack spread across the country. In 1895 William C. Tappenden of Cleveland, Ohio, became one of the first people to mass produce and distribute potato chips under the brand name Saratoga Chips. By the 1930s Herman Lay had begun his potato chip empire in Atlanta, Georgia.

George Crum eventually retired from the restaurant business and lived out his life on his farm. He loved the outdoors as much as ever and had one wish before he died. George said he had tasted every native wild animal in the area except skunk, and he wanted to try one. Granted his wish, George claimed that skunk was very tasty meat. George Crum died in 1914.” –Gaylia Taylor

Additional LEE & LOW Biographies:

How We Are Smart written by W. Nikola-Lisa, illustrated by Sean Qualls

<https://www.leeandlow.com/books/how-we-are-smart>

Midnight Teacher: Lilly Ann Granderson and Her Secret School written by Janet Halfmann, illustrated by London Ladd

<https://www.leeandlow.com/books/midnight-teacher>

Richard Wright and the Library Card written by William Miller, illustrated by Gregory Christie

<https://www.leeandlow.com/books/richard-wright-and-the-library-card>

Additional LEE & LOW Titles About Food:

Ghosts for Breakfast written by Stanley Todd Terasaki, illustrated by Shelly Shinjo

<https://www.leeandlow.com/books/ghosts-for-breakfast>

The Have a Good Day Cafe written by Frances Park and Ginger Park, illustrated by Katherine Potter

<https://www.leeandlow.com/books/the-have-a-good-day-cafe>

Hot, Hot Roti for Dada-Ji written by F. Zia, illustrated by Ken Min

<https://www.leeandlow.com/books/hot-hot-roti-for-dada-ji>



VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below. The following words from the book have special meanings in basketball.

Content Specific

baseball, tagged, runners, victory, mound, pennant, World Series, grounders, runs, glove, cleats

Academic

crouched, sting, sighed, dismayed, mending, slammed, huddled, scooped, slid, disappointment, launched, tomboy, snap, mustered, snared, bolted, pumped, planted, mustered, punched, lingered, generosity

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

1. What does it mean to have a passion? Do you have a passion? What is it? Why do you like to do that particular activity? How does it make you feel?
2. Can you tell us about an inventor you have heard of? What did that person invent? How does the person's invention help others?
3. What does it mean to be patient? Do you think you are patient? Why or why not? How do you demonstrate patience? When do you think you are the most patient, and why?
4. Have you ever been embarrassed? How did you feel in the moment, and how did you recover after? What were some techniques you used to recover?
5. Was there ever a time where you solved a problem creatively? What did you do? Why did you have to solve that particular problem? How did you think quickly?
6. What does the phrase "to be treated equally" mean to you? What are some ways people are not treated equally? Why do you think they are not treated equally?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

1. Talk about the title of the book, *George Crum and the Saratoga Chip*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
2. Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, author and illustrators' dedications, illustrations, and



afterword. Plan to share the afterword with students when they finish reading the book.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- who George Crum was
- what it means to have a passion
- how Crum demonstrated patience and persistence
- how Crum was treated because of his race
- what Crum invented
- how Crum invented what he did
- why and how Crum opened his own restaurant
- what Crum thought was important in life

Encourage students to consider why the author, Gaylia Taylor, would want to share this story about George Crum with young people.

The students can also write one or two questions of their own that they think the story might answer.

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3; and Presentation of Knowledge & Ideas, Strand 4)

1. What was school like for George?
2. How were people of color treated during the 1830s?

3. What kind of relationship did George have with his sister? What did they like to do together? What are some examples of this in the story?
4. Where did George feel most comfortable? What were his favorite hobbies?
5. What did George do after he finished school?
6. What was George's passion? Who introduced him to it?
7. Besides his sister, who else helped to change the course of George's life? How did these people help George?
8. How did George begin cooking? What did he do?
9. What were some of George's first meals that he learned to cook?
10. Why wasn't getting a job easy for George? Where did George eventually get a job?
11. What was George's signature dish? Why did people like it so much?
12. How did the customers at Moon's Lake House treat George?
13. What incident left George feeling embarrassed and frustrated? What did he do after?
14. What did George's sister do to try to help George at work?
15. What inspired George to fry up a batch of very thin, crisp potato slices? What was the customer's reaction to the fried potatoes? How did George feel after the customer tasted the potatoes?
16. When did George create the Saratoga chip? Why was it called that? What do we call them today?
17. What did George name his restaurant? Describe the atmosphere.
18. At George's restaurant, if someone complained about waiting in line, what did he tell them?



“Providing just enough historical explanation for younger students, this picture-book biography describes dramatic moments that reveal Crum’s inspired creativity, artistic temperament, and relentless pursuit of perfection.”

—**Booklist**

“[Frank Morrison’s] sinuous figures slide through them with exaggerated elegance, adding theatrical energy as delicious as the snack food they celebrate.”

—**Kirkus Reviews**

“Crum is multidimensional in depiction, and readers can practically taste his crisp, freshly prepared chips. Morrison’s elongated figures shown from unusual angles create stylized exaggeration and burst with life.”

—**School Library Journal**

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 1-3; and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3; and Presentation of Knowledge & Ideas, Strand 4)

1. How did George’s experiences build on one another? How did they influence his cooking? How did his childhood develop his patience and determination to become an amazing chef?
2. How did George feel about being a chef at Moon’s Lake House? Cite some parts of the story that illustrate how he felt.
3. When George tripped and fell in the restaurant, why do you think he was reminded of being in the first grade? How did both of those incidents inspire his actions later in life?
4. How did George respond when customers complained about the food he cooked? Why do you think he responded in those ways?
5. In what ways was working at Moon’s Lake House helpful for George? In what ways was it not helpful? Why?
6. What kind of restaurant did George open? How was it different from Moon’s Lake House? Why do you think he wanted to open his own restaurant?
7. The story says “everyone was equal at Crum’s Place (George’s restaurant).” What does this mean? Why was this important to George?

8. How would you describe the mood in *George Crum and the Saratoga Chip*? Why?
9. In what ways did George fight for equality? Why do you think he did those things?
10. How did George’s character develop and change over the course of the story? Why do you think so?
11. Why do you think the illustrator changed the perspective in various spreads? What effect did this have on the story?
12. What can you tell about the era in which George lived from this book? Why is that?
13. What message does this story send about pursuing your dreams and aspirations?
14. What does *George Crum and the Saratoga Chip* convey to readers about patience and determination? How are the two connected? Why?

Reader’s Response

(Writing Standards, Text Types & Purposes, Strands 1-3 and Production & Distribution of Writing, Strands 4-6)

1. In the Author’s Note it says that George Crum had a “colorful personality.” What does this mean? Do you know anyone with a colorful personality? How is that person “colorful”?
2. Would you want to work with George Crum in his kitchen? Why or why not?



3. What attributes did George possess that made him successful in a world that wasn't always fair to him? Why do you think they helped him succeed?
 4. How did the end of the story make you feel? Do you think George Crum was happy at the end of the story? Why or why not?
 5. Make a timeline of events in the story. Put a star beside your favorite event. Explain why this is your favorite event.
 6. Does *George Crum and the Saratoga Chip* remind you of other books that you've read? How are they similar? Why?
 7. How does this story relate to something that you've gone through in your own life?
6. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
 7. Make an audio recording of the book and invite students to listen to it as they follow along with the text.

ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

1. Read aloud a sentence and have students repeat the sentence after you, pointing to each word as they speak.
2. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
3. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
4. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
5. Have students give a short talk about *George Crum and the Saratoga Chip*.

Social and Emotional Learning

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of *George Crum and the Saratoga Chip*.

1. Complete a self-esteem journal. In *George Crum and the Saratoga Chip*, George struggles with self-esteem as a boy. He doesn't think he is very good at school. When he gets older, his self-esteem improves as he realizes he is good at hunting, fishing, and cooking. Have students write a journal of things they think they are good at. Have them include a couple of goals for things they want to become good at.
2. Identify George's Emotions. Give students an emotion wheel, such as the one found at <https://positivepsychologyprogram.com/emotion-wheel/>. Have students outline the



events of the story and identify George's emotions for each major plot point. What colors do they notice for each event? How strong is the emotion (the closer to the center=the more intense)? Have students decide which events caused the most intense emotions and why.

3. Encourage students to think about how to deal with Stress. George Crum deals with a tremendous amount of stress as a chef. Hold a discussion of different ways he coped with his stress. Have students try some of these techniques. One possibility is breathing in for five seconds and breathing out for five seconds.
4. Have students think about what makes a positive relationship? Students can explain how George and his sister had a positive relationship. Then students can reflect on their own relationships and determine with whom in their lives they interact positively as well as if they are contributing positively to the relationship. If not, they can make a plan on how to contribute positively to improve their relationships with people they care about.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English Language Arts

(Reading Standards, Key Ideas and Details, Strands 1-3; Craft and Structure, Strands 4-6; Integration of Knowledge & Ideas, Strands 7-9; Range of Reading of Text Complexity, Strand 10)
(Writing Standards, Text Types & Purposes, Strands 1-3; Production &

Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7-9; Range of Writing, Strand 10)
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3; Presentation of Knowledge and Ideas, Strands 4-6)

1. Have students think about their favorite hobbies and/or passions. Let volunteers give a short “how to” talk describing how someone could learn about this pastime. Students could also prepare a visual presentation or guidebook on how to complete that activity, and provide directions for the class as to how to complete it.
2. *Yum! ;MmMm! ;Qué rico! Americas' Sproutings* (<https://www.leeandlow.com/books/yum-mmmm-que-rico-americas-sproutings>) contains several haiku about foods native to the Americas. Read some of the haiku with students. Then challenge them to write their own haiku about their favorite foods.
3. Create a menu of dishes for Crum's Place. Each dish on the menu should be accompanied by a description. Try to use bold adjectives in the descriptions. Have students research menus online or from restaurants in their area to develop and come up with ideas on how to describe and list menu items.
4. Write a restaurant review of Crum's Place. Students can read a few restaurant reviews first to find out the kinds of information a review includes. What are the most helpful points in a review? What are the least helpful? What are the most important elements of a review that are required?
5. Complete a genre study on biography. In addition to reading *George Crum and the Saratoga Chip*, have students read several other biographies. Some additional Lee & Low titles include *Cool Melons—Turn to Frogs! The Life and Poems of Issa* (<https://www.leeandlow.com/books/silent-star>), *Seeds of Change* (<https://www.leeandlow.com/books/seeds-of-change>), and *The Last Black King of the Kentucky Derby* (<https://www.leeandlow.com/books/the-last-black-king-of-the-kentucky-derby>). Then have



students brainstorm a list of qualities that biographies often or always include. Students can use this experience to write a short biography of their choosing on a historical figure that they admire.

6. Complete a unit on food. In addition to *George Crum and the Saratoga Chip*, have students read other Lee & Low titles that center food, such as *Cora Cooks Pancit* (<https://www.leeandlow.com/books/cora-cooks-pancit>), *Auntie Yang's Great Soybean Picnic* (<https://www.leeandlow.com/books/auntie-yang-s-great-soybean-picnic>), *Sweet Potato Pie* (<https://www.leeandlow.com/books/sweet-potato-pie>), and *Hiromi's Hands* (<https://www.leeandlow.com/books/hiromi-s-hands>). Have students answer the following questions in an essay or other relevant written format: What foods were at the center of the story? What were some problems that the characters encountered during their cooking? How did they demonstrate determination and patience?
7. Have students read Gaylia Taylor's interview about her research behind the development of *George Crum and the Saratoga Chip* (<https://www.leeandlow.com/books/george-crum-and-the-saratoga-chip/interviews>). Have students write about what they learned from reading the interview. Afterwards, students can think about what additional questions they would like to ask Gaylia and why.

Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1-3; Craft and Structure, Strands 4-6; Integration of Knowledge & Ideas, Strands 7-9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1-3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7-9; Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3; Presentation of Knowledge and Ideas, Strands 4-6)

1. Have students research the history, culture, and arts of Saratoga Springs, New York. Why was this city attractive to wealthy people during George Crum's lifetime? What is the city known for today? Students can refer to <http://www.saratoga-springs.org/263/History>

for more information about the city. Students can present their findings in a visual presentation of their choosing.

2. Students can investigate and look up other African American inventors. Several are listed on the Web at Famous Black Inventors (<http://www.black-inventor.com>) and Scholastic Teachers (<http://teacher.scholastic.com/activities/bhistory/inventors/>). Students may write reports or profiles and give presentations about their inventors to the class. Create a timeline of his/her life and compare their life and experiences to George Crum's.
3. For students familiar with the civil rights movement that began in the 1950s: discuss how the events in George Crum's life fit into the larger civil rights struggle that came decades later. Teaching Tolerance's unit "Civil Rights Done Right" (<https://www.tolerance.org/magazine/publications/civil-rights-done-right>) and Teaching for Change (<https://www.teachingforchange.org/teacher-resources/civil-rights-teaching>) provide lessons and units for more references and resources about teaching civil rights in the classroom.

Science

(Next Generation Science Standards 4-LS1-2: Use a model to describe that animals receive different types of information through the information in their brain, and respond to the information in different ways; MS-PS2-5: Evaluate experimental design to provide evidence that fields exist between objects exerting forces on each other)

1. Investigate why foods turn crisp when they are deep-fried. Modernist Cuisine and Fine Cooking explain and take students step-by-step on how to deep fry foods and why certain precautions are made (<https://modernistcuisine.com/2013/04/6-steps-deep-frying-without-deep-fryer/>; <https://www.finecooking.com/article/the-science-of-frying>). Students can also consult videos to find out how foods are deep fried and change shape and texture.
2. If possible, have a potato tasting with the class. Provide potatoes prepared in a variety



of ways: potato chips, French fries, baked potatoes, boiled potatoes, mashed potatoes, potato salad, potato pancakes, and so on. You may also wish to include some dishes made with sweet potatoes. Have each student taste all the potato dishes and write down at least three adjectives to describe each food. Then chart students' words to develop a common description for each potato dish. You may also wish to discuss the foods relative to the four basic tastes: sweet, bitter, sour, and salty.

Art

(Reading Standards, Integration of Knowledge & Ideas, Strands 7)
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

1. Have students create bag labels or other packaging for George Crum's Saratoga chips. What would students want to show potential customers on the bag? Consider displaying students' bags around the classroom or in another part in the school.
2. Encourage students to select an illustration that resonated with them the most from the story. Why did they pick that particular illustration? How did it make them feel?
3. Conduct an illustrator study on Frank Morrison. Other Lee & Low Frank Morrison titles include *Sweet Music in Harlem* (<https://www.leeandlow.com/books/sweet-music-in-harlem>) and *Little Melba and Her Big Trombone* (<https://www.leeandlow.com/books/little-melba-and-her-big-trombone>). How would students describe Frank Morrison's artistic style? What materials do you think he uses? How does this technique help convey each story's meaning? How is the art in his stories? How does it differ per book, and how do students know? Check out more of his work at his website (<http://painted-words.com/portfolio/frank-morrison/>).

School-Home Connection

(Reading Standards, Integration of Knowledge & Ideas, Strands 7)
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

1. If possible, students can make Saratoga chips with an adult. One such recipe can be found at <https://www.geniuskitchen.com/recipe/saratoga-chips-243867>.
2. Students can read another book on food and cooking with their families and talk about how it compares with *George Crum and the Saratoga Chip*. A few Lee & Low titles include *Hot Hot Roti for Dada-ji* (<https://www.leeandlow.com/books/hot-hot-roti-for-dada-ji>), *Rainbow Stew* (<https://www.leeandlow.com/books/auntie-yang-s-great-soybean-picnic>), and *Where on Earth is My Bagel?* (<https://www.leeandlow.com/books/where-on-earth-is-my-bagel>). Students can check these books out at their local or school library.
3. Students can tell their families about the history of the potato chip and then research the history of their family's favorite snack. After, have students share their new knowledge with the class. Students can then graph the class's responses of favorite snacks or compile a presentation of histories of various snacks.
4. Students can eat several different types of chips and have a taste test with their families. Challenge them to determine the difference between a chip and a crisp.
5. Students can try to invent a new snack with their families and then share it with the class.

ABOUT THE AUTHOR

Gaylia Taylor discovered her passion for writing children’s stories during her years as a Reading Recovery® teacher. Now retired, Taylor finds inspiration in newspaper articles, travel experiences, and memories of her childhood. She discovered George Crum’s story while researching African American inventors. She is also the author of *Family Picnic*, *The Dashiki*, and *First Day of School*. *George Crum and the Saratoga Chip* was Taylor’s first picture book. When she isn’t writing, she loves to travel. She lives in Norfolk, Virginia, with her husband. To read more about Taylor, visit <http://hamptonroadswriters.org/gayliataylor.php>.

ABOUT THE ILLUSTRATOR

Frank Morrison is a fine artist and the illustrator of several award-winning books, including Lee & Low’s *Little Melba* and *Her Big Trombone* and *Sweet Music in Harlem*. He has also received the Coretta Scott King/Jon Steptoe Award for New Talent in Illustration for *Jazzy Miz Mozetta*. Morrison’s artwork is included in many private collections, including those of Maya Angelou.

Because one of his teachers changed his life by insisting he visit a fine art museum, Morrison signs “TTD” (“Thanks to God”) on all of his works. He writes on his website, “I know where I am is not by accident. I want to just be able to continue doing what I do.”

Morrison lives with his family in Atlanta, Georgia. To find out more about him and his work, visit www.morrisongraphics.com.

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children’s book publisher specializing in diversity and multiculturalism. Our motto, “about everyone, for everyone,” is as urgent today as it was when we started in 1991. It is the company’s goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.

ORDERING INFORMATION

On the Web:

www.leeandlow.com/contact/ordering (general order information)

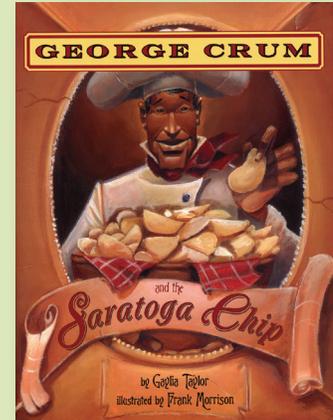
<https://www.leeandlow.com/books/george-crum-and-the-saratoga-chip>
(secure online ordering)

By Phone: 212-779-4400 ext. 25 | **By Fax:** 212-683-1894

By Mail: Lee & Low Books, 95 Madison Avenue, New York, NY 10016

Book Information for

George Crum and the Saratoga Chip



\$9.95, PAPERBACK

9781600606564

*Reading Level: Grades 3–4

Interest Level: Grades 1–4

Guided Reading Level: R

Accelerated Reader® Level/
Points: 5.3/0.5

Lexile™ Measure: 910L

THEMES: Inventions, Food/
Cooking, Family, Persistence/
Perseverance, Overcoming
Obstacles African American
Interest, Native American Interest,
Biography, STEM, Dreams &
Aspirations, Identity and Self
Confidence, Pride, Prejudice,
Occupations, Biracial/Multiracial
Interest

RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/george-crum-and-the-saratoga-chip>

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.