

Name: _____ Class: _____

How an 11-Year-Old Boy Invented the Popsicle

By Shelby Pope for NPR
2015

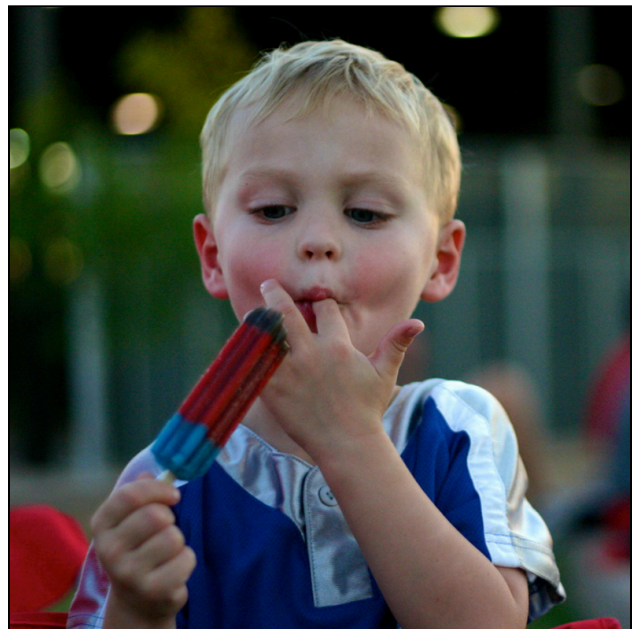
Frank Epperson is responsible for inventing the popsicle at 11 years old in 1905. What started as a delicious accident, evolved into a world-wide phenomenon that is still enjoyed today. Epperson's original invention has changed much since the idea's conception in 1905, changing hands between big companies, feeling the effects of the Great Depression, and sparking heated debates. Regardless, the popsicle has maintained its reputation as an iconic, icy treat. As you read, take notes on how Frank Epperson's frozen treat became such a success.

- [1] The next time you pop a Popsicle in your mouth, think about this: You're enjoying the fruits of an 11-year-old entrepreneur's labor.

Back in 1905, a San Francisco Bay Area kid by the name of Frank Epperson accidentally invented the summertime treat. He had mixed some sugary soda powder with water and left it out overnight. It was a cold night, and the mixture froze. In the morning, Epperson devoured the icy concoction, licking it off the wooden stirrer. He declared it an Epsicle, a portmanteau of icicle and his name, and started selling the treat around his neighborhood.

In 1923, Epperson decided to expand sales beyond his neighborhood. He started selling the treat at Neptune Beach, a nearby amusement park. Dubbed a "West Coast Coney Island," the park featured roller coasters, baseball and an Olympic-sized swimming pool. Neptune flourished in the pre-Depression¹ days, and consumers eagerly consumed Epsicles and snow cones (which also made their debut at Neptune).

Buoyed² by this success, Epperson applied for a patent³ for his "frozen confection⁴ of attractive appearance, which can be conveniently consumed⁵ without contamination by contact with the hand and without the need for a plate, spoon, fork or other implement⁶" in 1924. The patent illustrates the requirements for a perfect ice pop, including recommendations on the best wood for the stick: wood-bass, birch and poplar. Eventually, Epperson's children urged him to change the ice pop's name to what they called it: a Pop's 'Sicle, or Popsicle.



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1. The Great Depression was a worldwide economic decline that lasted from 1929 to 1939
2. **Buoy (verb):** to cause (someone) to feel happy or confident
3. A license that ensures a right or title for a set period, particularly the right to exclude other from making, using, or selling an invention
4. **Confection (noun):** a dessert made with sweet ingredients
5. **Consume (verb):** to eat or drink (something)
6. **Implement (noun):** an object (as a tool)

- [5] This origin story is charming, if somewhat apocryphal⁷ (sources differ on the details), but it didn't have a happy ending for the inventor. A broke Epperson sold the rights to his creation to the Joe Lowe Co. in the 1920s, much to his regret: "I was flat⁸ and had to liquidate⁹ all my assets," he later said. "I haven't been the same since."

The Lowe Co. went on to catapult Epperson's invention to national success. During the Great Depression, the company debuted the two-stick version of the Popsicle to help consumers stretch their dollar — the duo sold for 5 cents.

But this delicious duo faced competition from Good Humor, which had recently debuted its own chocolate-covered ice cream on a stick, and Lowe was sued for copyright infringement. The court's compromise? Popsicle could sell water-based treats, and Good Humor could sell ice cream pops. Popsicle tested the limits of the agreement, selling a "Milk Popsicle," and the two companies tussled in court about the definitions of sherbet and ice cream over the years through a series of lawsuits.

The giant food corporation Unilever scooped up the Popsicle brand in 1989, expanding the brand beyond its original fruity flavors. It also bought Good Humor, ending the feud between the two icy competitors.

Over the years, Epperson's childhood invention has achieved iconic status, standing in for any frozen treat the way Kleenex means a tissue. That explains why also over the years, Unilever has worked to keep the name Popsicle its and its alone: In 2010, the company threatened legal action against artisan¹⁰ Brooklyn ice pop makers People's Pops for using the word "popsicle" on its blog.

- [10] As for Epperson, he died in 1983 and is buried in Oakland's Mountain View Cemetery, where he's featured on a tour celebrating local food luminaries¹¹ including chocolate mogul Domingo Ghirardelli and mai tai¹² inventor Victor "Trader Vic" Bergeron.

His story lives on in many forms — from the official Popsicle website, where it's illustrated in comic form, to an inspirational Christian self-help book about trusting in God's grand plan for your life. Epperson's childhood invention, born randomly on a freezing night, has also proved to be resoundingly successful and long lived: These days, some 2 billion Popsicles are sold each year.

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7. **Apocryphal (adjective):** well-known but probably not true
 8. "Flat" can mean utterly ruined or destroyed
 9. **Liquidate (verb):** to convert valuables to cash
 10. **Artisan (noun):** a worker skilled in making things by hand
 11. **Luminaries (noun):** a very famous or successful person
 12. a popular alcoholic drink

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which TWO statements best identify the central idea of the text? [RI.2]
 - A. The events of the Great Depression forced Frank Epperson to sell the rights to the popsicle.
 - B. While originally an accident, Epperson helped to make the Popsicle famous through his hard work.
 - C. The copyright issues between Good Humor and Joe Lowe Co. show how patents are not enough to protect one's rights.
 - D. Popsicles would have sold better if Frank Epperson would have kept their original name, "Epsicles."
 - E. After Epperson was forced to sell his business, the Popsicle continued to grow in popularity.
 - F. Epperson should have resisted selling his business because he could have potentially made so much more money.

2. PART B: Which TWO details from the text best support the answer to Part A? [RI.1]
 - A. "In 1923, Epperson decided to expand sales beyond his neighborhood" (Paragraph 3)
 - B. "A broke Epperson sold the rights to his creation to the Joe Lowe Co." (Paragraph 5)
 - C. "But this delicious duo faced competition from Good Humor," (Paragraph 7)
 - D. "Unilever scooped up the Popsicle brand in 1989, expanding the brand beyond its original fruity flavors." (Paragraph 8)
 - E. "As for Epperson, he died in 1983 and is buried in Oakland's Mountain View Cemetery, where he's featured on a tour celebrating local food luminaries," (Paragraph 10)
 - F. "Epperson's childhood invention, born randomly on a freezing night, has also proved to be resoundingly successful and long lived," (Paragraph 11)

3. PART A: In the context of paragraph 2, what does the word "portmanteau" mean? [RI.4]
 - A. Collision
 - B. Embodiment
 - C. Combination
 - D. Division

4. PART B: Which section from paragraph 2 best supports the answer to Part A? [RI.1]
 - A. "accidentally invented"
 - B. "summertime treat."
 - C. "icy concoction"
 - D. "icicle and his name,"

5. How does paragraph 5 contribute to the overall article? Cite evidence from the text in [RI.5] your answer.

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. Does Frank Epperson deserve credit for inventing the Popsicle? Why or why not?
2. If Frank Epperson were alive today, what advice do you think he would give to young inventors and entrepreneurs? Why?
3. In the context of the text, why should we value our youth? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
4. In the context of the article, why do people succeed? Was Frank Epperson's success "random," as paragraph 11 of the article suggests? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

7th Grade Math Redhound Day #5

Mrs. Anderson, Mr. Faulkner, Mrs. Hamlin

Choose ONE of the following:

- Work on IXL/Carnegie for 45 minutes. Log your start & stop times here:
Start Time: _____ Stop Time: _____
- Complete this worksheet and show any work that you do. If you use a calculator, write down what you typed in.

- 1) Barbara can type 350 words on the computer in 5 minutes. How many words can she type in 7 minutes?
a) 70 b) 140 c) 490 d) 560
- 2) Carmine bought 3 pounds of nuts for \$10.35. What is the unit price for one pound of nuts?
a) \$3.45 b) \$4.65 c) \$6.65 d) \$7.35
- 3) Which ratio is equivalent to $\frac{5}{8}$?
a) $\frac{15}{32}$ b) $\frac{15}{24}$ c) $\frac{20}{40}$ d) $\frac{32}{60}$
- 4) Serena and Margo baked 200 cookies for their club event. Every 2 out of 5 cookies were oatmeal raisin. How many cookies were **not** oatmeal raisin?
a) 40 b) 60 c) 80 d) 120

- 5) Which of the following shows the least expensive price per orange?
- a) 3 oranges for \$1.02
 - b) 4 oranges for \$1.52
 - c) 5 oranges for \$1.75
 - d) 6 oranges for \$2.46
- 6) Brad earns \$115.50 for 22 hours of work. At this rate, how much will Brad earn in 30 hours?
- a) \$84.70
 - b) \$157.50
 - c) \$215.35
 - d) \$495.00
- 7) Margo figures she uses 13 gallons of gas every 5 days. How many gallons of gas does Margo use in 37 days?
- a) 2.6 gallons
 - b) 14.2 gallons
 - c) 96.2 gallons
 - d) 108.5 gallons
- 8) Audrey bought 7 CD's with her birthday money and spent \$84. How much would three of the CD's cost?
- a) \$12
 - b) \$36
 - c) \$48
 - d) \$60
- 9) Mrs. McDowell purchased a box of 36 pencils for \$6.48. How much would 7 pencils cost?
- a) \$0.18
 - b) \$1.26
 - c) \$3.00
 - d) \$5.00
- 10) Dan and Kelly made 12 pans of lasagna for the fund raiser and it took them 4 hours. If they had made 42 pans of lasagna, how long would it have taken?
- a) 14 hours
 - b) 168 hours
 - c) 20 hours
 - d) 16 hours

- 5) A flask that weighs 345.8 g is filled with 225 mL of carbon tetrachloride. The weight of the flask and carbon tetrachloride is found to be 703.55 g. From this information, calculate the density of carbon tetrachloride.
- 6) Calculate the density of sulfuric acid if 35.4 mL of the acid weighs 65.14 g.
- 7) Find the mass of 250.0 mL of benzene. The density of benzene is 0.8765 g/mL.
- 8) A block of lead has dimensions of 4.50 cm by 5.20 cm by 6.00 cm. The block weighs 1587 g. From this information, calculate the density of lead.
- 9) 28.5 g of iron shot is added to a graduated cylinder containing 45.50 mL of water. The water level rises to the 49.10 mL mark, from this information, calculate the density of iron.
- 10) What volume of silver metal will weigh exactly 2500.0 g. The density of silver is 10.5 g/cm³?

Student Name:

Teacher Name:

Redhound Day Lesson 5 - 7th Grade Social Studies

This lesson replaces one day of classroom instruction in Social Studies. These tasks will be graded based upon correct completion. Students will have a five-day period including two ESS dates to complete any work that is not finished on the actual day that we miss school.

Part I: Read the non-fiction text, "Settlement: Go Ahead?" to answer the following questions. Text adapted from the National Humanities Center.

Settlement: Go Ahead?

In a space of two years, in 1607 and 1608, the Spanish, English, and French founded settlements that survived despite the odds against them—Santa Fé in New Mexico (1607), Jamestown on the Atlantic coast (1607), and Quebec on the St. Lawrence River (1608). Earlier, the Spanish had built a small fort named San Agustín on the Atlantic coast of Florida. All foundered in their early years, their continued existence a matter of luck as well as policy. Finally, decisions to nurture or abandon these **fledgling** colonies had to be made.

ST. AUGUSTINE and NEW MEXICO. By 1610 it appeared likely that the Spanish would abandon the San Agustín on the Florida coast and the Santa Fé in New Mexico. They cost too much money, attracted too few settlers, and returned too little economic or strategic benefit. Only the Franciscan missionaries held on, spreading missions beyond each settlement. In correspondence between officials in Spain and Spanish America, the fate of these settlements was debated. In the end, the colonies were not abandoned.

[Selections from the correspondence of the Council of the Indies, the Governor of Florida, the Viceroy of Mexico, and others to King Philip III of Spain and other officials, 1602-1611]

NEW FRANCE. For decades the primary residents of New France were missionaries and fur traders, never in large numbers. Writing in a report to France in 1616, a Catholic missionary urged rigorous "cultivation" of the territory, nearly pleading that his advice be taken seriously. "We are letting this poor new France lie fallow," he warns. "If we give up or become indifferent, we have before our eyes many others [i.e., the Spanish and English] who have shown us that they have courage." Eleven years later, however, the French population of New France was 85 (while the population of Jamestown was over 2,000).

[Father Pierre Biard, S.J., Relation of New France, 1616]

JAMESTOWN. It is remarkable that Jamestown survived its first years. Hunger, disease, frigid winters, failed harvests, Indian wars, feuding leaders, ill-chosen settlers, and the prevalence of what would today be called "gross mismanagement" nearly doomed the colony. In 1610 the situation was so dire that Jamestown was abandoned by its sixty surviving settlers who, as fate would have it, sailed only a short distance down the James River before meeting the new governor, arriving with supplies from England, who ordered them back to Jamestown. Still, Jamestown's population could not stabilize and grow until the cultivation of tobacco began after 1613. Even then the colony never returned profits for its investors in the Virginia Company. In 1624 a commission formed by King James to investigate the colony's failure questioned John Smith, one of the colony's early governors, and sought his advice on saving the colony. Smith delivered clear point-by-point recommendations to the commission. The decision: Jamestown was put under the control of the crown and the Virginia Company ceased to exist.

[John Smith, Answers to Seven Questions Presented by King James's Commission for the Reformation of Virginia, 1624]

1. Based upon the context of the passage, what is the best replacement for the word *fledgling* as it appears in L. 6 of the first paragraph?

- A. baby bird
- B. unproven
- C. childish
- D. failing

2. Why were the colonies of St. Augustine, Florida and Santa Fé, New Mexico almost abandoned by the Spanish?

- A. They cost too much money.
- B. They did not attract enough settlers.
- C. They didn't have enough economic and strategic benefits.
- D. All of the above.

3. Provide evidence from the text that New France did not grow as rapidly as other colonies.

- A. "the French population of New France was 85 (while the population of Jamestown was over 2,000)"
- B. "the primary residents of New France were missionaries and fur traders"
- C. "a Catholic missionary urged rigorous 'cultivation' of the territory"
- D. "others [i.e., the Spanish and English] who have shown us that they have courage"

4. How did Jamestown fail to meet the expectations of its founders?

- A. "Jamestown was abandoned by its sixty surviving settlers."
- B. "Jamestown's population could not stabilize and grow until the cultivation of tobacco began"
- C. "the colony never returned profits for its investors in the Virginia Company"
- D. "It is remarkable that Jamestown survived its first years."

5. Did the founders of each colony ultimately decide to nurture or abandon their colonies?

- A. The founders all decided to **abandon** their colonies because they were not profitable.
- B. The founders all decided to **nurture** their colonies because they wanted to keep their lands.
- C. Jamestown and the Spanish colonies were saved while New France was **abandoned**.
- D. Jamestown was abandoned, but the French and Spanish colonies were saved.

KCAS SS 7 – KCAS SS 7 – Academic Expectation 2.20: Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective. Reading Standards for Literacy in History/Social Studies 6–12: CCSS.ELA-LITERACY.RH.6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.