

# LIBERTY TREE

*Fourth Edition*



## ANSWER KEY

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## Introduction

This answer key for *Liberty Tree* (4<sup>th</sup> edition, A Beka Book reading program) was developed to help you be as successful and efficient as possible as you teach reading to your student. In addition to providing suggestions for developing a good overall approach to reading, this answer key provides you with model responses to the “Thinking It Through” questions that students must answer. The model responses are by no means the only acceptable answers. In fact, some “Thinking It Through” questions merely ask the student to give his or her personal opinion regarding a story or story theme. Nevertheless, we believe that it is helpful to provide you with accurate model responses to these questions so that, without having to thoroughly read the book yourself, you can conveniently gauge how well your student retained the major points of each story.

When a story does not provide “Thinking It Through” questions, we suggest that you have your student orally explain the major points of the story before moving on to the next lesson. Students should be asked to identify the story’s major characters, state the plot or theme, and explain the moral.

Obviously, a good reading teacher will constantly work to improve a student’s reading skills. The four fundamental reading skills are:

1. Reading Comprehension/Retention
2. Vocabulary Recognition
3. Articulation
4. Reading Speed

The best way to improve a student’s reading comprehension is to discuss with the student the major points of his reading lesson until you are sure that he understands its meaning, purpose, and moral implications. Students should be encouraged to read and study the reading lessons until they fully understand the “who,” “what,” “when,” “where,” and “why” of the stories they have read.

Vocabulary recognition must also be developed so that students can read with increasing speed and accuracy. To develop proper vocabulary growth, instructors must insist that their students look up in the dictionary and, if possible, write out the definitions of new vocabulary words they encounter in their reading lessons.

Articulation is the ability to correctly pronounce vocabulary words. The basis for articulation is a thorough knowledge of phonics concepts and rules. Students who struggle with articulation do so because they cannot break down a particular word into its phonetic parts. You should encourage your student to read aloud on a regular basis so that you can determine whether his articulation reflects proper style and familiarity with phonics rules. If your student struggles with articulation, we recommend holding a few review sessions covering phonics rules.

A student's reading speed will improve as his vocabulary recognition and articulation skills increase. Perhaps the best way to develop the ability to read quickly is to read frequently. Students should be taught to compete with themselves so that they can concentrate on developing reading potential. The old saying "practice makes perfect" applies to the discipline of reading. The more your student reads, providing he understands the fundamentals, the better he will read.

To help your student excel in reading, we suggest that you establish a tradition in your home in which he spends time each evening reading a good book. During the summer break, consider establishing a daily quiet time when your child reads alone for a half hour or more. People who grow up in homes where reading is cherished are seldom poor readers. If you do these things, as well as limit the time your student spends watching television or participating in pointless electronic games, you will have the joy of seeing a child who excels in reading.

## Answer Key

### Elizabeth Irvine's Ride, Page 9

1. Elizabeth's dream was to ride into the blue hills of the sunset.
  2. She spun linen, carded wool to make clothes, polished pewter, and kept her house clean.
  3. Elizabeth had shown herself to be Shawnee Kate's friend by giving her food when she was hungry.
  4. No. Shawnee Kate warned Elizabeth of an Indian attack.
  5. All the men were away on a hunting trip.
  6. She rode through the dark night, and possible danger, to her old home in Deerfield to warn the settlement of the Indian attack.
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### A War Story, Page 20

1. She was a very little girl.
  2. The news came from Clayville that Fort Sumter had been fired upon.
  3. Mother asked Stanley not to go to war without her consent.
  4. Mother and Father thought Stanley was afraid to go to war.
  5. Grandmother helped Stanley by getting him to tell why he didn't enlist, and then telling his parents that the military wouldn't take him because of his stiff arm.
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### Who Patriots Are, Page 25

1. No. All brave men, women, and children who are willing to help others even in the face of danger or opposition are patriots.
2. The women had to carry on the farms and often suffered from anxiety and loneliness. It was very hard for the women to send their husbands and sons into war when they might die of wounds or fever.
3. The children helped their mothers and sisters while their fathers were away.
4. Some of the brave people that help our country during times of peace include good citizens who are just, fair, and wise—ones who